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ABSTRACT

The purpose of the workshop was to create a greater awareness among teacher educators of the career education concept and to examine methods for integrating career education into preservice teacher education curricula. The 567 participants represented 69 teacher education institutions from 50 States. The agenda consisted of a general overview of recent thinking and development in career education, followed by small informal groups concentrating on methods application. Presentations related to "Prevalent Career Education Concepts" included "Career Education and Teacher Education"; "What Business Asks of the Schools"; "Career Education"; "Communication, Teacher Behavior, and Humanism"; "Career Education--Articulation in the University"; "Career Education: The Challenge of Our Times"; "What We Believe: Career Education and the Role of the College in Its Development and Implementation"; and "Federal, State, and Local Responsibilities in Career Education". Other presentations provided descriptions of local school career education programs in Weatherford, Texas; Des Moines, Iowa; Montgomery County, Maryland; Eastern Arizona; and Broward County, Florida. Small group sessions, with nationally recognized career education leaders serving as facilitators, focused on College of Education deans, vocational education, educational administration, elementary education, guidance and counseling, industrial arts, home economics, and secondary education. A list of participants is grouped according to institution. (EA)

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ED117506

Lloyd D. Briggs
Gary L. Green

CAREER EDUCATION In PROGRAMS For TEACHER EDUCATION

PROCEEDINGS OF
NATIONAL
CAREER EDUCATION
WORKSHOPS

Career Education:
A Challenge of Our Time

National Career Education Workshop Proceedings

Edited by Lloyd Briggs and Gary Green

PRINTED BY OKAHOMA STATE UNIVERSITY/STILLWATER

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Preface

Since Dr. Sidney Marland, as U.S. Commissioner of Education, initially encouraged the infusion of career education into the American education mainstream, there have been varying degrees of confusion relative to the definition and meaning of career education and its potential role in the local schools. The lingering skepticism of career education appears to be declining now, however, as this innovative concept is implemented and integrated into school curriculums. Increasingly, public school educators are searching for better methods and techniques of preparing individuals for satisfying life-roles and careers.

Professional organizations such as the National Education Association and the American Vocational Association have endorsed the career education movement and presently are advocating its continued expansion. Favorable responses have come also from organized labor the U.S. Chamber of Commerce, and other supporters of quality education.

Teacher-education institutions have viewed the immediate career education movement with interest, and many have initiated significant changes in their programs for the preparation of educational personnel. Whether these institutions should underwrite the advocacy of commitment in terms of money, staff, and facilities is still a matter for debate. However, emergence of the career education concept and its many ramifications has unleased a confluence of forces focusing on an educational concept which teacher education should examine closely.

Although career education still is in a state of development and still is considered a controversial issue by many teacher educators, it has developed grass-roots support in business, industry, labor, and schools in every state in the nation. Without question, career education now is looked upon by many education leaders as a mechanism for educational reform. Career education is stronger today than yesterday, and all indications reveal that it will be stronger tomorrow than it is today. Still, it is quite apparent that this significant educational movement cannot result in long-term change, and might possibly flounder, unless it is understood, accepted, and even promoted by teacher education.

The urgent need at this time, is for teacher educators to make a concentrated and cohesive effort to understand the philosophical foundation, rationale, and implied responsibilities of teacher education institutions. Hopefully, the National Career Education Workshops, sponsored jointly by the U.S. Office of Education and Oklahoma State University, have helped to chart a new sense of direction in American teacher education. It is hoped also that these workshops have stimulated teacher educators to investigate more thoroughly the career education concept and to perpetuate the kind of changes necessary to develop life relevance in American education.

The proceedings herein are a summation of workshop developments and activities. It is the opinion of the sponsors that information presented at the workshop can be used by participants and other interested parties to further the understanding and infusion of career education into public schools as well as teacher education curricula.

Workshop Summary

Career education is, in every conceivable sense, a response to concerns for the individual and for the equality of opportunities in the world of work. It is becoming more evident that what has been missing in much of American education is accurate and adequate occupational information, career guidance, and occupational education. Since Commissioner Marland's move toward infusing career education into the mainstream of American education, there has been a wide acceptance and integration of the concept into various curricula. Materials have been produced in large quantity and workshops and conferences of various types have been conducted for classroom teachers. However, little has been done to make prospective teahers in preservice teacher education programs aware of the concept. As a result, individual school systems which choose to implement career education must make special arrangements to provide in-service training for new teachers so that they can function within the school's philosophical framework.

Realizing the need for leadership in teacher-education institutions, USOE officials delegated monies to Oklahoma State University for conducting national workships with the purpose of:

> Creating a greater awareness and understanding among teacher educators of the career education concept and to concentrate on methods by which career education can be integrated into preservice teacher education curricula.

The ultimate goal of the workshops was to provide assistance to institutions of higher learning and provide an opportunity for them to consider orienting their teacher education programs such that new teachers entering the education profession would be prepared to function satisfactorily in the career education framework without extended training.

Rationale

Focus of the workshops centered on the conceptual foundation of career education and the implications for educational personnel development. The Career Education Workshops were funded by the U.S. Office of Education under provisions of the Educational Professional Development Act. Oklahoma State University's College of Education was awarded a contract to conduct the workshops with the idea that leadership personnel in teacher education might formulate methods for implementing career education in teacher education curricula and provide additional leadership for the public school movement.

The Activity

It was agreed by U.S. Office of Education officials and Oklahoma State University that the workshops could have their greatest impact by involving approximately 160 participants per workshop. Initial plans called for contacting and soliciting the attendance of approximately 500 teacher educators.

In coperation with USOE officials, the contracting institution originally selected fifty-two teacher education institutions. This was later expanded to sixty-nine as it became apparent that sufficient funds were available.

The following criteria were used in the selection of participating institutions.

(1) Each state must have at least one institution represented.

(2) The institution must have pre-service training in the area of Elementary Education, Secondary Education, Educational Administration, Vocational Education, Guidance and Counseling, Industrial Arts Education, and Home Economics Education.

(3) All institutions with EPDA, Part F. Section 4, 552 programs must be included.

(4) In the case of two or more institutions in a single state meeting these criteria, the institution having the highest number of graduating teachers would be selected.

Initial contact was made by questionnaire in which the dean of the College of Education of the eligible institutions was asked to indicate his institutions's stage of development in career education and if his institution would participate if invited. The results of the questionnaire indicated that the institutions were at various stages of development in career education and that all those contacted were interested in participating in the planned workshops.

Approximately eight weeks later, an invitation was mailed to the dean of the College of Education requesting that he select seven faculty members from the stated discipline areas to attend the workshop. In most cases, the dean of the College of Education attended the Career Education Workshops along with the seven faculty members he nominated. Travel expenses to and from the workshop, and housing and subsistence allowances were paid for all invited participants.

The agenda was designed to meet the following two objectives; The first was to commission nationally recognized leaders in career education to relate to participants their prognosis of the movement and the implications for teacher education. The second objective was to provide oportunities for the participants to convene in small groups of their discipline area to discuss the philosophical foundations of career education and to review and examine various procedures for infusing career education into the teacher education curriculum. Recognized leaders of career education were selected to facilitate activities of the small groups. These personnel were selected in cooperation with USOE on the basis of publications and involvement in the movement.

A total of 567 participants, representing 69 teachers education institutions were involved in the workshops. All designated state coordinators of career education were invited to attend at the expense of their own budgets, and 26 of the state coordinators did attend and participate.

Workshop Agenda

Considerable time and effort was expended in developing the Workshop agenda. College of Education deans, teacher educators, U.S. Office of Education personnel, and other interested parties were consulted and asked to respond to various elements of the agenda. In addition, a planning committee representing these same areas met for one day in Washington, D. C. to finalize the agenda and develop workshop strategies. The over-riding goal of the agenda design was to present a general overview of recent thinking and development in career education followed by small informal groups to concentrate on methods application. The attached agenda from one of the workshops is similar to the other two.

NATIONAL CAREER EDUCATION WORKSHOP
APRIL 30, MAY 1 and 2
HOTEL UTAH
SALT LAKE CITY, UTAH

Tuesday, April 29, 1975

3:00 p.m. Registration — Mezzanine
Host: Dr. Gary Green
Oklahoma State University
Ms. Teressa Conner
Oklahoma State University

8-9 p.m. Get Acquainted Session

Wednesday, April 30, 1975

8:00 a.m. Registration — Mezzanine

8:45 a.m. General Session — Empire Room
Presiding
Dr. Lloyd Briggs
Oklahoma State University
Welcome
Dr. Leon P. Minear
USOE Regional Commissioner
Region VIII
Workship Overview
Dr. Lloyd Briggs
Oklahoma State University

9:00 a.m. Philosophical Foundations of Career Educaion
Dr. Kenneth Hoyt, Director
Office of Career
Education
US Office of Education

10:00 a.m. Coffee and Coke Break — Mezzanine

10:15 a.m. Career Education: A Challenge of Our Time
Dr. Asa Hilliard, Dean
School of Education
San Francisco State University
California

11:00 a.m. Small Group Discussion Sessions*
(Identification of Issues and Problems in Career Education)

Facilitator	Discipline Area	Room
Dr. Betty Newlon University of Arizona	Educational Administration	Room 232
Dr. Garn Coombs Brigham Young University	Secondary Education	Empire Room
Dr. Marla Peterson Eastern Illinois University	Elementary Education	Jade Room
Dr. Rupert Evans University of Illinois	Vocational Education	Gold Room
Dr. Price Ewens Oklahoma State University	Counseling and Guidance Education	Room 233
Dr. Henry Sredl University of Illinois	Industrial Arts	Room 349
Dr. Ruth Harris Virginia Polytech Institute	Home Economics Education	Room 347

Dr. Keith Goldhammer	Dean of Education	Minute Room
Michigan State University

*Participants will remain with their discipline areas for all small group sessions with the exception of the Wednesday afternoon, Thursday and Friday morning group sessions.

12:00 noon Lunch—Individually Arranged

1:30 p.m. General Session — Empire Room
Presiding
Dr. Gary Green
Oklahoma State University
Responsibilities for Career Education:
Federal, State and Local
Dr. Robert Weishan
Michigan State Department of Education

2:00 p.m. Career Education in the Local School
Dr. William Konopnicke
Tri-County Career Education Program
Thatcher, Arizona

2:45 p.m. Coffee and Coke Break — Mezzanine

3:00 p.m. Career Education in the Local School
Ms. Avan Crawford
Mr. Nick Gabriel
Des Moines Public Schools
Iowa

3:45 p.m. Small Group Discussion Sessions
(By institutions—conducted by Dean or his representative.
Meeting room as determined by Dean)

4:45 p.m. Adjourn
Dinner—Individually Arranged

7:00 p.m. Career Education Resource Center
Publishers — Mezzanine
Host: Ms. Teresa Conner
USOE/OSU Exhibit — Mezzanine
Host: Mr. Terry Newell
Ohio State University Exhibit — Mezzanine
Host: Dr. Lorella McKinney
Film Festival
Host: Ms. Viola Madrid

Thursday, May 1, 1975

8:30 a.m. General Session — Empire Room
Presiding
Dr. Lloyd Briggs
Oklahoma State University
Communication, Teacher Behavior and Humanism
Dr. James Weigand
University of Indiana—Bloomington
Indiana

9:15 a.m. Small Group Workshop Sessions
Implications of Career Education for Local Programs

Education Administration	Room 232
Secondary Education	Room 233
Elementary Education	Room 349
Vocational Education	Room 347
Guidance and Counseling	Minuet Room
Industrial Arts	Empire Room
Home Economics	Jade Room
Deans	Gold Room

10:30 a.m. Coffee and Coke Break — Mezzanine

10:45 a.m. Implications of Career Education for Local Programs (continued)
(Same room assignments)

11:30 p.m. Lunch—Individually Arranged

1:15 p.m. General Session — Empire Room
Presiding
Dr. Gary Green
Oklahoma State University
Cooperative Approach to Total Teacher Education Programs and Institutional Planning
Dr. Donald Robinson
Oklahoma State University
Dr. Cas Heilman
Michigan State University

2:00 p.m. Implications of Career Education for Teacher and Counselor Education
(Same room assignments as morning)

3:00 p.m. Coffee and Coke Break — Mezzanine

3:15 p.m. Implications of Career Education for Teacher and Counselor Education
(combinations of discipline areas—assignments will be made by facilitator)

4:30 p.m. Commercial and Local Materials Display — Mezzanine

5:00 p.m. Social Hour
Dinner—Individually Arranged

Friday, May 2, 1975

8:30 a.m. General Session — Empire Room
Presiding
Dr. Lloyd Briggs
Oklahoma State University
USOE Program and Prospects for Fiscal 1975 and 1976
Dr. Sidney High
US Office of Education

9:00 a.m. Institutional Planning by University Teams

10:15 a.m. Coffee and Coke Break — Mezzanine

10:30 a.m. General Session — Empire Room
Presiding
Dr. Gary Green
Oklahoma State University
Institutional Reports
(Selected college and university teams)

11:30 a.m. Summary and Workshop Adjournment
Dr. Lloyd Briggs
Oklahoma State University

General Session Presentations

The Project Director and the Director of the USOE Office of Career Education made contacts nationwide in an effort to locate knowledgeable and experienced people who, from their vantage point, could clearly explain career education and its implications for teacher education programs. These individuals represented both education and business, and each presented considerable rationale relative to the need for change in American schools. Generally, the speakers were in agreement that the infusion of career education into public school curricula is a means for achieving relevant education.

Career Education and Teacher Education

Kenneth B. Hoyt
Director, Office of Career Education
United States Office of Education

Career education is a young movement born of uncertain parentage and without the benefit of having teacher education as its midwife. In spite of this inauspicious beginning, the movement has continued to live and to grow. It seems safe to say that career education is stronger now than at any time in its brief history. Evidence justifying this statement is apparent in state departments of education, in local school systems throughout the nation, and in the United States Office of Education.

Evidence justifying an assertion that career education is a vibrant and growing movement would, it seems, be difficult to amass if one were to search for it among the teacher education institutions across the land. True, some outstanding exceptions would be found but, in general, it appears safe to say that the career education concept has met with less than enthusiastic acceptance and endorsement among faculty members in our teacher education institutions. That is why we are here. No call for educational reform can result in long-term change unless that call is heard and endorsed by our teacher education institutions. The leadership teacher education faculty members have traditionally provided the professional education community is needed no less by career education simply because the movement was not born in a teacher education institution. That leadership is sorely needed now in meeting in-service education demands, in further developing and refining the conceptualization of career education, and in producing and disseminating both basic and applied research germane to the testing and production of hypotheses related to career education. Above all else, the long-run future of career education will be directly dependent on the willingness and ability of teacher education institutions to change pre-service programs for educational personnel in ways that reflect the career education emphasis in American Education. It is primarily a concern for needed changes in pre-service programs in teacher education institutions that led to a call for this conference.

It would, in my opinion, be both unwise and unproductive for me to either attempt to "convert" members of this audience to the career education crusade or to specify, with any exactness, the detailed kinds of changes that are needed. You will either decide to work on this problem or you will decide to concentrate your energies on other matters. If any of you turn your attention to career education, the ideas you generate will be far better than any I could suggest in a general presentation such as this.

Thus, I see the primary purpose of this presentation as one of supplying background information upon which some of your decisions may be based. To do so, I must begin by presenting a very short synopsis of the current status of career education. Following this, I will attempt to outline those assumptions of career education which, to me, represent the greatest challenges for change in those teacher education institutions which decide to incorporate a career education emphasis into their undergraduate and graduate programs.

Current Status of Career Education

The current status of career education can be described from the local, state, and national levels. This ordering is indicative of a descending magnitude of activity.

At the local school district level, fewer than 500 of the 17,000 school districts in the USA have demonstration funds. Yet, more than 5,000 school districts have initiated some kind of career education effort. Most of these have operated with local funds with the blessing and endorsement of local boards of education. While a majority of such programs are pictured as "comprehensive" covering all grades K-12, in practice most activity has been generated at the K-6 levels with the least amount seen in the senior high schol. Together, it seems obvious that these local efforts have generated hundreds of thousands of pages of material carrying such labels as "career education learning packages," "curriculum guides," and "resource guides." Unlike many other new and emerging movements in American Education, the vast majority of career education materials being used in local school districts is "homemade" by classroom teachers, not purchased from commercial publishers. Enthusiasm seems high among those teachers who have tried a career education approach in the classroom. In almost every school, however, one has little difficulty finding teachers who could be described as either passive or as active resistors of career education.

It seems safe to say that the quantity of effort expended at the local school district level has exceeded the quality of that level by a very wide margin. Evaluation efforts, while generally yielding positive results, are found only infrequently and, by and large, are lacking in convincing quality. This lack of sound evidence of effectiveness has not seemed to dampen local enthusiasm for career education. It seems appropriate to say that, by and large, career education has been accepted on faith — and that an abundant amount of faith exists.

At the state level, more than 30 state boards of education have passed resolutions endorsing the career education concept and offering their own definitions of the term. Career education coordinators have been employed in 46 states — and many states have two such coordinators, one of whom reports to the state director of vocational education and the other to the assistant superintendent of instruction. Like local school systems, state departments of education have been busily engaged in the preparation and distribution of a wide variety of career education materials. The use of state funds received from the Federal government for career education has been common with such funds coming from Parts C and D of the Vocational Education Amendments of 1968 and from Titles I and III of ESEA. Ten states have passed some form of career education legislation (usually with multimillion dollar appropriations) and several others have such legislation under consideration at the present time. We do not have an exact count of the number of states that have had Governors Conferences on Career Education, but we suspect more than half of the states have been involved in such efforts. In general, it seems safe to say that state leadership in career education has been strong and is continuing to grow in strength at the present time.

At the federal level, career education has received considerably more rhetoric than concrete action — at least to date. During the period 1971 through July, 1974, most federal funds expended for career education in USOE came from the Vocational Education Amendments of 1968 — a total of approximately $52 million. These funds were used primarily for purposes of establishing exemplary career education projects in local school districts (three in each state) and to develop career education curriculum materials. In addition, the National Institute of Education has spent approximately $15 million per year, each year since 1972, supporting basic research in career education. On August 21, 1974, career education became a mandate of the Congress when President Ford signed into law P.L. 93-380 — the Education Amendments of 1974. Section 406, Title IV, is entitled "Career Education" and authorizes $15 million per year for a three year period for purposes of demonstrating effective career education and assessing the current status of career education. In FY 75, the Congress appropriated $10 million for career education marking the first time any federal monies had been specifically appropriated for this purpose.

In addition to funding authorization, Section 406 made two other significant provisions. One consisted in calling for establishment of a National Advisory Council on Career Education charged with assessing the current status of career education and with making recommendations to the Congress for future career education legislation. The second action called for establishment of an Office of Career Education whose Director is to report directly to the Commissioner of Education and work with *all* bureaus within OE as well as with other branches of government.

Actions of the Federal Government represent only a small portion of national level action affecting career education. At least as significant has been the large numbers of national organizations who have studied and endorsed the career education concept. These have included both professional education associations and associations outside the field of education. The diversity of organizations and associations voicing support for career education is perhaps best illustrated by a career education brochure recently published by the Chamber of Commerce of the United States. Organizations formally participating in preparation of this brochure included:

American Association of School Administrators
American Personnel and Guidance Association
American Vocational Association
American Association of Community College Trustees
Bricklayers, Masons, & Plasterers International Union of America
Council of Chief State School Officers
Distributive Education Clubs of America
General Federation of Womens' Clubs
National Alliance of Businessmen
National Association for Advancement of Colored People
National Association of Elementary School Principals
National Association for Industry Education Cooperation
National Association of Manufacturers
National Association of Secondary School Principals
National Congress of Parents and Teachers
National Federation of Business & Professional Womens Clubs
National Manpower Institute
National School Boards Association
National Urban League
United States Office of Education
Vocational Industrial Clubs of America
National Education Association (Consultant)

This list can be considered indicative of the diversity of interest and the plurality of involvement of wide segments of both professional educators and the larger society in the career education movement. I know of no other national call for educational reforms that has found such enthusiastic acceptance from such diverse segments of society in so short a time. When one considers this combination of local, state, and national activity in career education, it seems appropriate to conclude that career education represents a topic that should be considered appropriate for discussion and consideration by teacher education institutions. This, of course, is not to say that it merits the endorsement and active involvement of such institutions. On the contrary, one could, if sufficiently opposed to the career education concept, contend that it represents a cause for concern and consternation. In any event, it seems safe to say that career education represents a topic that should no longer be ignored by faculty members in teacher education institutions.

The remainder of this presentation will be devoted to specifying a number of assumptions that seem important to consider as teacher education institutions adopt positions and take actions – positive or negative – regarding career education. The specification of such assumptions here will hopefully raise many issues for consideration and resolution at this conference.

Basic Assumptions of Career Education

A variety of philosophical and programmatic assumptions of career education are found in USOE's official policy paper on career education entitled AN INTRODUCTION TO CAREER EDUCATION. No attempt will be made to review all those assumptions here. Instead, I will try to state and regroup some of these assumptions which appear to hold the most serious implications for decisions to be made by teacher education institutions.

Assumption 1: The increasingly close relationships between education and the world of paid employment should be rejected in educational change.

It is fact, not asumption, that, increasingly, some set of learned occupational skills is a prerequisite to employment. It is fact, not assumption, that almost all persons – females as well as males – college graduates as well as high school dropouts – will be seeking paid employment at some time after leaving the formal education system. It is fact, not assumption, that career education's emphasis on helping all students understand and capitalize on these relationships has struck a responsive chord among students, parents, and the general public. It is fact, not assumption, that American Education, as presently structured, is not designed to help all students do so.

It is assumption, not fact, that education, as preparation for work, should become a major goal of all who teach and of all who learn. It is assumption, not fact, that educators should be concerned about what students will do with the education they receive. It is assumption, not fact, that teachers should be concerned about motivating students to learn as well as being concerned about imparting instructional content. Career education makes each of these assumptions in its call for change. It will be easy, and perhaps natural, for many teacher educators to react to these assumptions by saying each has been an inherent part of teacher education programs for years. To the extent this is so, the call for *change* is, of course, superfluous. Before rejecting this part of career education's call for change, I would hope that serious thought will be given to these assumptions. It is very obvious that some teacher educators may believe and operate as though what students choose to do with the education they receive is a matter that should be left to the student to decide. It is certainly a question worthy of discussion and resolution.

Assumption 2: The word "work" is a viable one for use in the conceptualization of career education.

"Work" is a four letter word – and is so regarded by large segments of American society. Yet, career education has made a basic assumption that "work" is a viable word to use in conceptualizing career education. I would like to tell you what we had in mind when we made that assumption and why we made it.

First, we wanted to find a word that would properly respond to society's call for educational change. That call appears to be two-fold in nature. Part of the call centers around relationships between education and work. The second part centers around making work a more meaningful part of the total lifestyle of all individuals. The word 'work" obviously fits that requirement.
Second, we wanted to find a word that could properly be applied to all persons of all ages in all kinds of educational settings. No major call for educational reform should be applicable to only a portion of the student body or a single portion of the formal educational system. We believe the definition of "work" we are using meets this requirement.

Third, we wanted to find a word that would have developmental connotations consistent with the basic principles of human growth and development around which our educational system is structured. It should have developmental implications beginning in the elementary school and continuing through the entire system of education. We believe the definition of "work" we are using meets this requirement.

Fourth, we wanted to find a word that carried humanistic connotations. We did not want to conceptualize career education around simply a model of economic man. We wanted to avoid the necessity of asking American education to devote a substantial portion of its energies to preparing students for the many kinds of dehumanizing conditions found in today's world of paid employment. Rather we sought a concept that held positive potential for humanizing the work place both in the world of paid employment and in leisure time activities.

Fifth, we wanted a word that would be sufficiently narrow in meaning so as to assure that career education would be clearly pictured as only one part of American Education. At the same time, it must be sufficiently broad in meaning so that all educators and all students would be affected by application of the concept. We think this has been accomplished with the definition of "work" we are using. To accomplish these purposes, we could not afford to adopt the popular meaning of "work" that, in the eyes of many, makes it synonymous with "labor." Instead, we had to re-define "work" as follows:
"Work" is conscious effort, other than activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.
This definition is intended to cover activities in the entire world of paid employmen. It is also intended to include the work of the volunteer, the full-time homemaker, the *work* of the student, and work performed as part of one's leisure time. Its basic emphasis is on the human need of all human beings to *do* — to *accomplish* — to *achieve*. It is a concept that allows persons to see both *who* they are and *why* they are through discovering what they have *done*. Its emphasis on achievement is designed to meet both society's needs for productivity and the individual's need to find personal meaning and meaningfulness in her or his total life.

By focusing on achievement, career education obviously ignores such other important purposes of American Education as those concerned with helping individuals enjoy, appreciate, understand, and think about all of life and all of living. In this sense, it runs no risks of being considered synonymous with all of Education.

Certainly, the implications this assumption holds for balancing a "learning to do" with a "doing to learn" emphasis in American Education is one that will not find universal acceptance among American scholars. It does carry strong connotations supporting those who argue that an activity approach to the teaching-learning process has merit, that books represent only one of many learning tools, and that the classroom represents only one of several kinds of learning environments. We cannot and should not expect all faculty members in our teacher education institutions to support or to endorse this assumption.

Those who find they can endorse this concept will see immediately that we are talking about emphasizing a "success," rather than a "failure," approach in the classroom – an approach that helps the student see what she or he has been able to accomplish – not how they failed to accomplish. It asks that we emphasize helping students *do* before we urge them to "do better." These, and many other implications, will be obvious to those who attempt to change teaching methodology in ways consistent with this assumption.

Assumption 3: The days of educational isolationsim, both within and outside of our formal educational system, are past.

Two key words – "infusion" and "collaboration" – are inherent in the career education concept. We use the word "infusion" in several ways. Here, I am speaking about our attempts to eliminate false barriers at the secondary school level among things labeled "academic," "general," and "vocational." By "collaboration" I am referring to attempts on the part of the formal educational system to join forces with the home and family structure and with the business-labor-industry-professional-government community in a total career education effort.

Career education seeks to make education, as preparation for work, a major goal of all who teach and of all who learn. To do so demands that all teachers at all levels of education accept responsibility for equipping students with general career skills – including the basic academic skills of oral and written communication and mathematics, good work habits, and exposure to a wide variety of work values. It also asks all teachers to emphasize the career implications of their subject matter in terms of both paid and unpaid work. Finally, it calls for opening up the widest possible range of educational options to all students – to the elimination of "tracking" in narrow curricular areas, and the assignment of students to various "tracks" based on scholastic aptitude. In short, it aims to bring what have been called "academic," "general," and "vocational" educators together into a single family of professional educators who share the purpose of education as preparation for work.

By "collaboration" we mean, in part, utilizing the business-labor-industry-professional-government community as a learning laboratory that provides observational, work experience, and work-study opportunities for students – and for those who educate students – for teachers, counselors, and school administrators. It proposes to view work experience as an educational methodology available to all students rather than a special kind of educational program available to only selected students from vocational education. We also mean to encourage the use of personnel from the business-labor-industry-professional-government community as resource persons in the classroom. Finally, we intend to emphasize performance evaluation approaches that recognize students can and do learn outside the four walls of the school as well as within them.

In part, "collaboration" refers to involvement of the home and family structure in the career education effort. This involves helping parents reinforce the positive work habits and attitudes we seek to impart in the classroom through viewing the home as, in part, a work place. It also involves using parents as career resource persons in the classroom. Finally, it means involving parents very systematically in the school's attempts to assist sudents in the career decision-making process.

To many of today's teachers, these kinds of changes seem both large and highly distasteful. A very great deal of in-service education in career education has already been devoted and aimed at helpinig today's teachers change in ways consistent with this assumpion. The only hope for the long run, of course, is that current teacher education programs will change in ways implied in this discussion. When one considers that such change might involve such things as encouraging prospective vocational education teachers to learn something about elementary education prospective counselors to learn something about vocational education, undergraduate teacher education majors to acquire some work experience outside the field of formal education, and bringing members of the business-labor-industry-professional-government community into educational methods classes as resource persons, it is obvious that career education is asking that the principles of "infusion" and "collaboration" be applied to teacher education as well as in local school districts. Faced with this magnitude of change, it is not surprising that a career education emphasis has not yet come to very many teacher education institutions.

Assumption 4: All professional educators are key functionaries in implementation of the career education concept.
From the beginning, career education has avoided asking to be established as a separate subject. Further, it has not asked for new physical facilities nor for any substantial increases in educational staff. Instead, it has proceeded under an assumption that each of today's professional educators has a key and critical role to play in implementing the career education concept.

We have asked elementary, middle school, junior high, and senior high teachers to reduce worker alienation in the classroom – their own as well as that of their students. To do so, we have encouraged teachers to use career implications of subject matter as one means of motivating students to learn more in school. More than this, we have asked teachers to consider changing the entire teaching-learning process through "inventing" new materials, new ways of using the total community as a learning laboratory, and new ways to use community resources as supplements to the teacher's efforts to help students learn. We have assumed that, if these things can be accomplished, both teaching and learning will be more appealing and classroom productivity – i.e., increased student achievement – will result. There is some evidence now accumulating that appears to be validating that assumption.

We have asked school counselors to provide a greater emphasis to career guidance, to share their expertise with teachers and become more involved in helping classroom teachers, to emphasize accomplishments as a means of student appraisal and of increasing student self-understanding, and to become more involved in working with both parents and with members of the business-labor-industry-professional-government community.

We have asked curriculum specialists to encourage the development of teacher-made learning packages, teacher creativity in devising new and different ways of attaining curricular goals, and the use of a wide variety of kinds of curricular materials.

We have asked school administrators to recognize that educators cannot implement an effective career education effort unless both the home and family structure and the business-labor-industry-professional-government community are involved in that effort. Consequently, we have asked administrators to create conditions for teachers to use the community as a learning laboratory and to utilize persons from the broader community as resource persons in the schools. We have also asked school administrators to work with curriculum specialists and faculty members in broadening opportunities for all students to take advantage of the full range of educational offerings through eliminating curricular barriers that lock students into a narrow range of possible choices.

Note that we have NOT asked teacher education institutions to create a new graduate or undergraduate specialty entitled Career Education, to start awarding degrees in Career Education, and so to leave all other departments free to operate as they have in the past. On the contrary, we have asked for changes in every part of the teacher education institution that reflect a career education emphasis. This, of course, is not to say that the institution should not consider adding one or more courses carrying the words "career education." We are only saying that the addition of such courses bears little relationship to what we would regard as the teacher education institution's commitment to change called for by career education.

Long Run Implications

Finally, there are a few long-run implications of career education for teacher education that must be mentioned. While none can be fully developed in this presentation, I would hope that each might be discussed at some time during your deliberations at this conference.

It should be readily apparent that the examples of educational change discussed here logically lead to consideration of other related avenues to educational reform. Perhaps most obvious will be such concepts as the year-round school, an open-entry — open-exit approach to education, and various alternatives to use of the traditional Carnegie unit as a means of measuring and recording educational accomplishment. It should be equally obvious that, in many ways, career education can be used as a vehicle having great public support for accomplishing some needed educational reforms that a good many educational leaders have championed for a good many years. It is certainly not correctly pictured as a set of radical ideas recently invented by a few educational "crackpots."

The emphasis on community involvement in the educational process found in career education is a good case in point. This emphasis, of course, is basic to the entire human services movement— and I consider career education to be a part of that movement. It is seen today in the emphasis on community schools and in the emphasis on continuing education. Similarly, career education's emphasis on reduction of racial and sex stereotyping in career choices represents only part of American Education's current commitment to open up full developmental opportunities for minority persons and for females. I see no basic ways in which the career education movement is inconsistent with other current calls for reform in American Education.

It seems to me particularly crucial that our teacher education institutions assume leadership responsibilities for placing career education in proper perspective for their current students and for keeping it in proper perspective for all of American Education. It is abundantly clear that career education is currently extremely popular in both local school districts and in state departments of education. It is equally clear that its current level of popularity in such settings is so high as to make it certain that it will decline in popularity, to some extent, within a relatively few years. At the very least, it would seem that current students in teacher education institutions should be made aware of the career education concept. Hopefully some teacher education institutions will choose to provide their students with career education competencies. In the long run, however, perhaps the greatest responsibility facing teacher education leadership personnel will be one of keeping career education in proper perspective, both now and in the future, as only one part of American Education and as only one, among several, possible vehicles for use in effecting educational change.

It is my hope that I have succeeded in convincing you that career education represents a topic that is crying for consideration by faculty members in teacher education institutions. I am painfully aware of the fact that the dedication of individual faculty members to their own professional specialties leaves little room or time for consideration of topics outside these particular specialties. It is because I believe the career education concept is one that holds potential for bringing greater meaning and excitement to each professional specialty that I urge its consideration. There is something in it for you — and you — and you — and for all of us.

What Business Asks Of The Schools

Eugene B. Sydnor, Jr., President
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I welcome this opportunity to share some thoughts with you on what business expects of education today, and the changes we think are necessary – and are coming – to improve the education experience of our youth.

Though I speak primarily as a businessman, I should mention that I cannot speak for all businessmen or even for all of those who are members of the Chamber of Commerce of the United States.

The National Chamber is a federation of 2,700 local chambers of commerce, 1,100 trade and professional associations, and 44,000 business firms ranging in size from the neighborhood store to General Motors and AT&T.

Just as there are many differences among educators about what's right and wrong with our schools, there are similar differences among employers. Small employers of largely semi-skilled workers will judge the schools on a basis different from what a large technical operation with a highly professional staff will require, and both will have been quite different from those of the giant national or multi-national company with a demand for a wide range of skills. But after almost 7 years as a director of the National Chamber and as chairman of various Chamber committees with interests in education and manpower, I have developed some rather definite ideas regarding the concerns of our nation's businesmen about their local schools and the qualifications of students leaving those schools.

Two years ago, our Education Committee examined in some depth the job being done by our public schools. The committee findings were at the same time complimentary and critical: complimentary because we learned that the schools are doing a better job than ever before; critical because that job still isn't good enough when measured against today's rising expectations.

We are all acutely aware that the American citizen demands more of *all* institutions in the 70's than at any previous time. Numerous public opinion polls point forcefully to the extent of public disenchantment with the President, Congress, and the churches as well as our schools. A recent survey indicates that the number of persons with a "great deal of confidence" in business has dropped more than 50% in the last 7 years. Aside from the merits of certain criticisms, a major reason business has declined in public confidence is that society has changed its rules and expectations. Take one example: There is no question that cars are much safer today in every respect than 10 to 20 years ago; yet Detroit has been subject to scathing criticism for producing unsafe cars. But new rules are now in force, and product quality that was acceptable 20 years ago, is definitely *not* acceptable today.

The rules have similarly changed for education – which, by the way – has also declined drastically in public esteem. Let's consider a major demand that has emerged in the past few years. This is the demand that our schools educate *all* our students. Some might say that this isn't new, that this has been the mandate of our tax-supported public schools all along. Perhaps in years gone by it was an implied obligation for our public school system, but there seems to be ample evidence that society did not really expect equal-handed, quality education to be available to *all* our citizens, and many cared little if the schools fell short of this accomplishment.

We properly express great concern today about the 900,000 annual dropouts and underachievers. But 20 years ago we largely ignored the fact that nearly the same number were dropping out at a time when the total school enrollment was much smaller. During the 50's and 60's, the dropout rate actually declined by almost half – from 41% to 22%.

Then why the clamor today about dropouts? Why aren't our schools being applauded for their improved performance? The answer – as you in education must know better than I –is that standards are now more demanding. A school performance that is judged by many as a failure today was judged quite satisfactory or ignored 20 years ago. Why were we then so much less concerned about dropouts and underachievers? Primarily because there were relatively many more low-level, unskilled jobs to fill, and the functional illiterate was considered "better" suited than the high school graduate to fill them. In 1930 approximately 30% of all jobs were unskilled or required few prerequisites other than willingness to work and to do as one was told. Today such jobs represent 4% or less of our national job market.

In support of this statement, I offer these statistics: Unemployment for youth 16 to 20 years old averaged less than 10% from 1947 to 1953. Twenty years later, during the period from 1967 to 1973, this rate had skyrocketed to over 14% – a 40% increase! And this increase occurred despite the fact that a much higher proportion of students were staying in school and therefore *not* going into the job market.

Granted that many variables are involved – especially the serious downturn in our economy – a primary reason for idleness among youth today is that the traditional, long-time bottom rungs have been chopped off the job ladder, and too many students who do graduate from the general high school curriculum, or who begin but do not *finish* college, have qualifications of little practical use for most employers.

So this brings us to the specific subject of my remarks: "What Does Business Ask of the Schools?"

- Business asks the schools to respond to the realities confronting today's employers by keeping pace with the rapidity of change in our increasingly complicated and highly technical society.

- We ask our schools to include parents and business-industry-labor groups in the formulation of education policy.

- We ask our schools to serve effectively the majority: the 8 of every 10 secondary school students who will never complete college.

- We ask our schools to give more attention to providing learning opportunities outside the present structure of formal education, so that students will be less isolated from the world they will enter when they leave school, with or without a high school or college diploma.

- Finally, we ask our schools to be accountable for our students' results: to focus on preparing them to find their niche in the wide world of almost unlimited career opportunities, or to pursue further training in the community colleges, baccalaureate degree, or graduate school levels of higher education.

- We urge you leaders in education to focus on what you prepare students to do in later life rather than to put your major emphasis on educational input factors such as tax dollars spent, books in the school libraries, number of students per teacher, and teacher salary scales. In other words, let's devise fair and realistic measurements of school outputs in human terms as contrasted with our major reliance on input factors of a statistical nature.

In connection with this last expectation, I am reminded of a newspaper article describing a law suit for one million dollars brought against the San Francisco school system. Although the student in question has an above-average IQ, he was still a functional illiterate (could not read) when he was graduated from high school. In their suit, the parents contended that their son was graduated "unqualified for employment other than the most demeaning, unskilled, low-paid manual labor."

Assuming an average cost of $1,000 a year, the taxpayers of the San Francisco school system had paid teachers and administrators $12,000 to educate this young person. And for various reasons they had failed to do so — the young man had been shortchanged as well as the taxpayers.

I know it's easy to be critical of a school's performance. I'm sure it is almost unimaginably dificult to teach knowledge and skills to many of the so-called disadvantaged students — and even to many of those with no learning handicaps. Students inevitably bring some of the ills of our society to the classroom. But society now justifiably demands that the school system teach every educable child, regardless of language barriers, cultural differences, and distractions of the neighborhood and home. This means that teachers and administrators cannot expect the salary and esteem of skilled professionals if they attempt to shun responsibility for all but the easy learners. And, of course, most teachers and administrators do not shun that responsibility.

I was impresed with a recent statement by William Coats, school superintendent in Kalamazoo, Michigan. States Mr. Coates: "Our students will have adequate skills when they're handed Kalamazoo diplomas. To keep that promise, we must carve out the components of student growth for which we can and will accept responsibility, and we must quit using the cop-out that schools aren't able to help kids from bad homes anyway, so it's not fair to hold teachers and administrators accountable for student achievement."

It is in this context of teaching for results that we believe career education offers great promise of success. Career education, in our view, should offer two big advantages for any school system: First, it gives students a greater incentive to learn because they are shown how to relate their academic subjects with their future practical application; second, career education makes available to the schools a largely untapped and extensive reservoir of community resources and support.

Let me emphasize that the term "career" does not apply merely to employment in business, but encompasses the whole spectrum of opportunities open to our youngsters in professional, cultural, and governmental organizations.

In our view, an effective program of career education cannot take place solely within the four walls of any school. Simply consider these facts:

- Today there are 23,000 different types of jobs.

- By 1980 there will be 30,000 different types of jobs. The number of new jobs will, of course be much greater than the 7,000 indicated by these figures, because many jobs at which people are working today will have little significance in the labor market at the end of this decade of the 70's.

- In fact, of the millions of youngsters who started kindergarten and first grade last fall, most will eventually hold jobs that don't exist today!

How can the sschools prepare their students effectively for this ever-changing job market?

Obviously, school administrators and guidance counselors and teachers can't do it alone. Just consider that the ratio of pupils to guidance counselors in high schools is about 500 to 1. Counselors are too burdened with most students' personal problems to counsel them on their life's work — without considering the fact that hardly a single counselor has spent a day in industry and therefore has only the vaguest notion of how people outside education spend their working lives. The career counseling function must more and more evolve into on-going relationships between students, teachers, and school administrators on the one hand, and business-labor-government-professional employers on the other.

At one time the home was where young people obtained first-hand knowledge of an occupation or profession, as they watched their father or an uncle or brother at work. Now, unfortunately, many homes are little more than way stations. Fathers and mothers leave early in the morning and return at dinner, with the intervening hours spent in mysterious activities behind the walls of faceless office buildings or imposing plants. This isolation of the young from the world of work must end!

This gives rise to an obvious question: Assuming there is agreement on the part of school people and on the part of business and professional people that a major goal of education is to prepare students to select and advance in careers, what are the best procedures for establishing the school-business partnership necessary to accomplish this goal?

We have been giving this much thought at the National Chamber and have arrived at this conclusion: this partnership will only infrequently take place unless teachers, counselors, and school officials take the initiative. The business person will rarely take the first step, primarily because he recognizes that the process of teaching and administering a school system is a highly professional activity — and one in which he is for the most part untrained. He is therefore reluctant to presume to suggest ways of improving instructional procedures. Further, he is pressed for time and beset with the usual array of problems relating directly to his business.

But there is also ample evidence that if he is asked by a school official to participate in a collaborative effort, he will readily respond.

Our National Chamber Education Committee — which is comprised of both business and school leaders — discussed this situation and decided that communications between the business and school worlds could be stimulated if major education organizations and the National Chamber were to collaborate in the publication of a booklet expressing mutual support for career education and urging our respective members to join forces at the state and local levels.

This publication — more than a year in process — was released just last month. I understand copies have been made available to persons attending this conference.

You will notice that almost every major education association participated in the preparation of this booklet, along with several national organizations representing business, women, minorities, and labor. *Never before have such diverse interests united behind a comprehensive education concept.*

The central goal of each organization is for its members to begin discussions with persons representing other organizations listed on the flyleaf to explore ways they can work together to advance the career education concept. Hopefully, then, both business and school leaders will, in greater number, begin approaching "the other side" to explore collaborative relationships for improving the education experience of our youth.

I would urge education leaders like yourselves to carry the torch for career education in your own states, seeking opportunities to present the facts and the challenge to business, professional, labor, minority, and community groups, pointing out how they can work in partnership with their schools to help achieve the bright promise of career education.

School-busines partnerships are already underway in many communities. The publication you have gives just three examples – in Boston, in Potomac, Maryland (an affluent suburb of Washington, D.C.), and in Cleveland. These were selected to illustrate the wide variety of possible approaches.

In Boston, high school students leave their regular classrooms for expanded learning opportunities throughout the community in order to gain practical knowledge of the busines world's opportunities and requirements, and to begin developing career goals. Business and government executives also go to various schools to teach their professional and occupational specialties. The Boston Chamber serves as a clearing house between the high schools and the employers, coordinating schedules of students and the participating organizations.

In the Potomac, Maryland example, 87 percent of the graduating students of the Winston Churchill High School begin college. We believe this feature is important to help dispel the notion that career education is only for students who lack either the ability or desire to obtain a baccalaureate or higher degree. The school's career education program focuses on professional and managerial lines of work, and involves student internship experience with lawyers, dentists, architects, veterinarians, and elementary and junior high schools.

In Cleveland, the situation is quite different. School officials became concerned that an increasing proportion of five central schools consisted of students from families on welfare. Many were dropping out, to continue the welfare cycle. Under the leadership of Superintendent Paul Briggs, a Job Development Program was established for non-college bound seniors. Job counselors with experience in industry were placed in each school. They worked closely with the students and with some 45 companies in the Cleveland area – to acquaint students with prospective job openings and the qualifications needed to fill those jobs. Placement of students participating in this program averaged over 90 percent from June 1966 through June 1974.

So, the career education movement is well underway. Many schools and chambers and business firms are involved, but we must also recognize that only a good beginning has been made in this effort to acquaint students with the many ways people earn their livelihood and in helping them decide on the type of career they will eventualy pursue. The objective, of course, is not to "trick" any student into becoming a welder – or a doctor, for that matter – but simply to give him or her the basis for making a judgment on the type of work suitable for them, and to begin to acquire a semblance of entry-level skills. Surely, we cannot continue to defer the job exploration period until after the student has graduated.

Before closing I might call your attention to legislation just introduced that would require colleges to give much greater attention to the career preparation of their students.

Some of you are probably aware that last month Congressman Bell of California introduced the "Postsecondary Education Consumer Protection Act of 1975" (H.R. 2786). It is similar to a bill introduced last year by Senator Percy and would require *all* institutions participating in federal student aid programs *to provide job placement data on former students.* Though in concept initially intended to correct publicized absues among some for-profit vocational education schools, its aplication was expanded to include publicly funded institutions as well.

Regardless of whether this bill becomes law in its present form, the message is clear: leaders in the Congress as well as the general public are demanding that our schools at all levels better prepare students to take their place in our increasingly competitive economy and society.

I have appreciated this opportunity to meet with you and share some thoughts on these important issues. My remarks may have raised as many questions as they answered. If I don't get a chance to talk with you individually today, just drop me a line or give me a telephone call. Those of us associated with the National Chamber want to get to know you better and develop the close working relationship we believe is so essential to the future of both our institutions, and most important: to the future of the youth of this nation.

Career Education

Asa Hilliard, Dean
College of Education
San Francisco State University

> It's about a search, too, for daily meaning as well as daily bread, for recognition as well as cash; for astonishment rather than torpor, for, in short, a sort of life rather than a Monday through Friday sort of dying. Perhaps immortality, too, is a part of the quest. To be remembered is the wish, spoken and unspoken of the heroes and heroines of this book.
> (Studs Terkel, *Working)*

I'd like to use that as a background for sharing with you some thoughts on "Career Education: A Challenge of Our Time." First, I'd like to talk briefly about the education context of career education. Second, I'd like to talk briefly about the broader perspective that I think is required. Finally, I'd like to conclude by talking briefly about paying the cost to gain the goals of career education.

Career education exists like any other part of education in a context that I think is characterized in the following ways: First, there is still an unresolved dualism between the liberal and the classical, education for heads and education for hands, between leisure and labor, between education for the elite and education for the masses. This still permeates our system, and for example, the dualism is reflected by the fact that we have "technical institutes" that are abstracted from a more whole educational process and where it is thought that we are able to prepare people without recourse to some of the other things that are thought to be more liberalizing. We also have something called "business education" – expect at the university they happen to be called professional schools. The department of philosophy is a professional school if you intend to teach philosophy, and it may be liberal if you intend to teach education.

A second part of the context is that we live in an industrial society that is characterized by *Industrial goals* and that coincide with the *mass production goals*. And that is for all of our education. That is also a general characteristic of our society. That's the only central strand that describes the education scene in USA, 1975, that leads to something in society as well as in education called "standardization". It leads to "interchangeability"; it leads to "efficiency"; it leads to "speedy evaluation"; it leads to "pre-fabrication". In short, it leads to the kind of education that is basically *imitation rather than education.*

A third part of this context within which education and career education takes place, *I think, is that we have a fragmented, atomistic responsibility or lack of responsibility for education.* No one in formal education is responsible for a whole strategy. We have teachers who are responsible for counseling. We have teachers who are responsible for mathmatics. If you look at the goals and aims that stem from those fields, they generally tend to be the goals and aims that are developed by the hierarchy in the discipline. In no place do we put the whole man back together again. This leaves some major unmet needs which fall within the domain of career education, probably because there is no where else to put them.

Another part of the context is that we have an inflated technology in the United States. There's hardly a job that takes what training says it takes to be ready to do the job, including my own and including your own. There's almost no job that takes the preparation we say it takes. We found that out in the army. We found out that medics could do appendectomies. We found out that in many ways surgeons do not do things radically different from butchers. We're finding out that in education it's hard to draw the line between professionals and para-professionals. It's very embarrasing to have competency-based education and to have your para-professionals score higher on performance measure than people who have been around for 20 years. Our technology is inflated. It's built to protect, rather than to instruct.

Another part of this context, it seems to me, is that *education as now conceived and operated is dedicated to the production and perpetuation of myth and the shunning of reality.* This has some clear implications for career education because if that's true in education, it's also true in career education. We tend to deal with euphemisms, and we tend not to deal directly with anything. In education, generally, we talk about Greece as if it existed without Africa. We talk about Europe as if it were never a meling pot. We think about music and never think of or hear Chinese music. We talk about "European history" and call it "history," and never be aware of what we've done. We talk about "religion" and never talk about "meaning." We talk about Africa as if it did not exist until Europe awoke. We must talk about general curricular alienation. That is, *the things we talk about in schools generally tend to be alienated from the reality of how people function.* That has implications for the way we carry out career education programs.

In the context of education we have another characteristic, "in scholars we trust," even when all they have to indicate their competence are degrees or afilliation with highly regarded institutions. They don't have to have anything to verify their competence other than the degree and where they got it. We tend, therefore, to overlook real scholarship. For example, for those of you who are familiar with Carlos Casteneda's series of books, *Tales of Power, Separate Reality, Journey to Ixtland* or *The Teachings of Don Juan,* you may recall that one of the most profound anthropological investigations of our time was done by Casteneda who was unable to get his degree. His school, unfortunately in one of the California university's departments of anthropology, was unable to recognize the high quality of scholarship in the investigation and the unusual perspective that Casteneda brought to data. And yet "in scholars we trust."

There's another characteristic. We have a flexible value and belief system that may have developed out of the frontier. In the years since the founding of this country we have not yet been able to develop a common ideology. This system has made room for many things: slavery, racism and oppression in both subtle and open forms. A special characteristic of our system is that after we have finished with our students, we leave our graduates unrefreshed, unsatisfied and disoriented. Why drugs? Why Eastern religion? Why counselors? Why divorce, and why so many other troublesome things?

Another characteristic of the context is that we have professionals who feel powerless, and we have imaginary "theys" who stop us from doing all the things that we want to do.

We are unable to respond to the final question when we finish our formal education, when we finish our "career education." The final question is asked by the final questioner who is death. At the point of death when we are 90 years old, when we look back on our lives rather than forward, then we ask, "How do I feel about where I have been?" *What does the question dictate for education and for career education?*

I'd like to share with you a couple of short quotes from Studs Terkel's book, WORKING, so that we are sharing at least a common flavor and feeling.

First, let me read about the condition of the working man in this country today.

For the many there's hardly a concealed discontent. The blue-collar blues is no more bitterly sung than the white-collar moan. "I am a machine," says the spot-welder. "I am caged," says the bank teller and echoes the hotel clerk. "I am a mule," says the steel worker. "A monkey can do what I do," says the receptionist. "I am less than a farm implement," say the migrant workers. "I'm an object," says the high fashion model. Blue collar and white collar call upon the identical phrase, "I'm a robot." There's nothing to talk about," the young accountant despairingly enunciates. It was some time ago that John Henry sang, "A man ain't nothing but a man." The hard unromantic fact is he died with a hammer in his hand while the machine pumped on. Nonetheless, he found immortality. He is remembered . . . . . . Bob Cratchet may still be hanging on (though his time is fast running out as did his feather pen long ago), but Scrooge has been replaced by the conglomorate. Hardly a chance for the Christmas spirit here. Who knows Bob Cratchet's name in this outfit—let alone his lame child's?

. . . "The last place I worked for I was let go," recalls the bank teller. "One of my friends stopped by and asked where I was at. They said, 'She is no longer with us.' That's all, I vanished." It's nothing personal really. Dickens' people have been replaced by Becket's.

. . . *But* inspite of the condition there's a response from the United States workers who have not yet given up, not yet dead. To maintain a sense of self, these heroes and heroines play occasional games. The middle-aged switchboard operator, when things are dead at night, cheerily responds to the caller, "Mariott Inn" instead of the chain she really works for. "Just for a lark," she explains bewilderedly. "I really don't know what made me do it." The young gas meter-reader startles the young surburban housewife sunning out on the patio in her bikini, loose-bra'd, and sees more things than he would otherwise see. "Just to make the day go faster." The auto worker from the Deep South will tease one guy cause he's real short and his old lady left him. Why? "Oh, just to break the monotony. You want quitting time so bad." The waitress who moves between tables like a ballerina pretends she's forever on stage. "I feel like Carmen. It's like a gypsy holding out a tambourine and they throw the coin." It helps her fight humiliation as well as arthritis.

. . . The interstate truck driver barreling down the expressway with a load of 73,000 pounds, battling pollution, noise, an ulcer and kidneys that act up, fantasizes something tremendous. They all in some manner perform astonishingly to survive the day. These are not yet automata. The author himself shares a personal note. This is Studs Terkel.

. . . I find some *delight in my* job as a radio broadcaster. I'm able to set my own pace, my own standards, and determine for myself the substance of each program. Some days are more sunny than others, some hours less astonishing than I'd hoped for. My occassional slovenliness infuriates me . . . but it is, for better or for worse, in my hands. I'd like to believe that I'm the old time cobbler, making the whole shoe."

And finally from Terkel,

Dr. John R. Coleman, president of Haverford College, speaks of seeing it right. "If you see the response and you see the condition, can you see it right? There are some things that blind our eyes sometimes." So Dr. Coleman, president of Haverford College, took an unusual sabbatical during the early months of 1973. He worked at menial jobs. In one instance he was fired as a porter-dishwasher. "I'd never been fired and *I'd* never been unemployed. For three days I walked the streets. Though I had a bank account, though my children's tuition was paid, though I had a salary and a job waiting for me back in Harverford, I was demoralized. I had an inkling of how professionals my age feel when they loose their job and their confidence begins to sink." Dr. Coleman is 51. Since Dr. Coleman happens to be chairman of the Federal Reserve Bank of Philadelphia, he quit his ditch digging job to preside over the bank's

> monthly meeting. When he looked at the other members of the board, he could not help feeling there was something unreal about them all.

If these are the conditions and if this is the context in which career education takes place, what is that broader perspective that is required? What is that leadership, if you will, that is required?

In the first place, career education is for everyone. Not simply for poor kids, not simple for public schools, not simply for those who are out of work. Career education is to inspire people to live more abundantly, not simply information, not simply orientation, but inspiration to live more abundantly. Career education is to develop a point of view, an orientation and motivation. I hope I'm suggesting something much more active, much more in the way of leadership than sometimes schools seem willing to assume.

Career education: What is it for? It's to develop perspective. It's to develop freedom. It's to understand, to help people to understand and be at home with cultural alternatives, because that's the world we live in, one that is full of cultural alternatives and many people are equal to the task. It's to reduce personal isolation. It's to foster applied thinking and creativity. It's to learn to separate issues from trivia. It's to develop vision. Vision isn't one of the objectives that you hear in the lists of behavioral objectives that we talk about so often. It's to develop people who ask questions continually even after they have "finished" school and career education, if they finish. It's to help to understand and appreciate the nature and the value and the necessity of *struggle* in accomplishing anything because there is no way other than through struggle to become anything. There is no easy road. The cute packages that we have, the cute kits won't do it. It's to help people to find fulfillment, to move them in the direction of earning recognition and acceptance. What do you have to do to pay the cost to get there?

I'd like to share with you something that is about 5000 years old from South Africa near Rhodesia. It was found among some very old writings on papyrus, most of which hasn't even been translated yet. The writings look like hieroglyphics. There's a conversation with "The Ancient One" who is a teacher of wisdom. He had something to say about teaching and I wanted to share what he had to say with you. This is after a person had learned, had found the truth in the desert, had found the fresh, cool water after having struggled to get there, mouth dry, into this cool water into this oasis with fruit hanging from the trees. And then he hears the words: "The kingdom is not yet won." And he begins to feel a responsibility for his fellowman. He becomes a teacher and says:

> Then I knew my toil was not ended for though I was saved, my brothers were lost. I returned to the wilderness to lighten the lot of the lost ones with water from this pool which I found. So I built a canal from the pool across the desert land. I dug deep wells in the city to store the waters of truth and I named myself Guardian of the water. And I called the thirsty to drink. Many came at my bidding and drank as I directed. Then I marvelled for I saw that all who came departed unrefreshed and I tasted the water of my own well and I found that it was warm and salty. Then I said, "Well, I will build a road from the cities to the pool rather than taking it back through the desert and digging a well. I will make the way easy to get to the pool across the desert, smooth to the feet for my weary brothers." But when I had made my highway, all those that traveled by it returned to the cities reviling me for a deceiver. And at this I wondered. I went back by the way that I had made and I found that, indeed, there was no road, for the sands had swallowed up the road that I had built. At last wisdom flowered in my heart, and I saw that knowledge and truth can never be reached by any easy and pleasant way. They can never be found

> by cunning devices of the mind of man. Truth must be reached through the strength of the heart and the knowledge is grafted by the power of the hand.

So then, where are we as teachers in career education or teachers in general? It seems to me there are some behaviors that we ought to exhibit in getting there. It seems to me that one of our behaviours is *modeling*, modeling what we teach. We are in the picture. We are not clinically detached. We're not "early Rogerian". [illegible] that as teachers we [illegible] be free. *We* must be [illegible] Wilcox, in New York, often [illegible] it of graffiti off the Harlem subway wall that says, "You can't be free if someone has to let you be free."

It seems that we have to understand the relationship between politics and economics and education and careers. It seems that we have to be question askers. We have to be thinkers. We have to be confident of our thinking and not simply the receivers of the kits, no matter how cute. We must have personal encounters. We must personally be curriculum wrecking crews and at the same time curriculum rebuilding crews because no one else has that job but teachers and career educators. *We must be identified with the students that we serve.* We cannot be clinically detached and serve their need nor be their model. We cannot be their teacher without that identification.

It seems that we must assume some responsibility and leadership. What that means in very concrete terms is that we don't focus all our energies on students but that we go to employers with what we know about students and what we know about people and that *we attempt to affect the conditions of employment*. I don't think any employer reading the book, *Working*, could fail to be convinced that he has some responsibility for humaneness in the 1970's.

Now if we're going to do those kinds of things, we're going to wind up with a different language when we talk about career education. Some things are going to drop out, some things are going to disappear. All of a sudden career education won't even be about "careers." There's a good reason for that. Careers, I found, are moving targets. They don't stay the same. How do you get ready for something that's not going to be what it was when you got ready to prepare for it? Like teaching. Twenty or thirty years ago when we were getting ready for teaching, there were some funny things about the profession that we now profess. In the first place, there were mostly women. That's changed. I wonder why? Then there are different men and women who are coming into teaching. They're not the same ones who used to come. Not only that, when they get here, they don't do the same job. The job has changed. There are specialized functions now that never existed even 10 years ago. The students aren't the same. There are more of them in school. Not only that, they don't act the same way. They have funny ways of behaving. They're different.

Look at all the stuff we've added for the school to do. Now with all that in mind, what could someone 20 years ago do to prepare me to be a teacher? What could they do? A teaching career was and is a moving target. Everything else is also a moving target. So if we're aiming at careers as they exist right now and are preparing people narrowly for that, then we're in trouble. But there are some things that tend not to change, that tend to stay the same, and are common and do exist across careers. These seem to me to be fruitful areas for people who propose to lead and maybe who have the courage to deal with the whole man. This is what we've lost. We've lost our present generation of youth and will loose others if we fail to plan for our whole responsibility.

The language would sound something like this to me. This is what we'd be talking about in conferences, and this is what we would be talking about using whatever careers exist only as examples and not as goals. We'd be talking about *relationships among people.* We'd be talking about *authority in occupations.* We'd be talking about *leadership.* We'd be talking about *analysis of information.* We'd be talking about *socialization in occupations.* We'd be talking about *affiliation as ways of meeting personal needs.* We'd be talking about *organization as a means to power and decision making.* We'd be talking about *research.* We'd be talking about *love.* We'd be talking about *exploitation in work and competition,* and we'd be talking about *racism, sexism,* and *ageism.* We'd be talking about *evaluation, goals, sharing, ownership.* We'd be talking about *politics* and *economics.* We'd be talking about *identity.* We'd be talking about *how people move around and how people aren't able to move around, how people get locked in.* We'd be talking about *dead end streets.* We'd be talking about *stagnation.* We'd be talking about *power and meaning and values and security and eternity.* We'd be talking about *growth.* We'd be talking about *expression through employment, and creativity.* We'd be talking about *skills* and we should be talking about *struggle* and *personal peace.* We'd be talking about *self.*

If I'm in career education, it seems to me, as a teacher I would be using things like those to audit or inventory what I do. What do I do to get ready? One of the things I suggest is that we have to examine the behaviors that affect what we do. It's not all "out there" or in the cute kits. I'd be taking those words above, those concepts and applying them to what I do. I'd be examining myself from the point of view of the framework above as things that support what I do as a career educator. How does my professional reading look when measured against the points above? How do they fit my practice, my function? How do they fit my goals? How do they fit the associations I have with people, with friends, with colleagues, with workers? How do they compare to how I was educated and how I can become educated? How do they compare to my activities? How do they fit with what I'm doing as a person who can be a model? How do they fit with my conception of truth? How do they fit with my vision of what a human being ought to be?

In conclusion, you call yourself a teacher of career education. If so, where is your song? Where is your dance? Where is your poetry? Where is your art? Where is your belief? Where is your rhythm? Where is your joy? Where is your mood? *We call ourselves teachers, and if so, where and who are we?*

Communication, Teacher Behavior and Humanism

Dr. James Weigand
University of Indiana
Bloomington, Indiana

Dr. Weigand presented this speech at a general session in the workshop held at Salt Lake City, Utah. This speech is available only by tape. Anyone who desires a copy of this tape, within the next six months, may contact Dr. Lloyd Briggs, Occupational and Adult Education, Room 406 Classroom Building, Oklahoma State University, Stillwater, Oklahoma 74074.

Career Education—Articulation In the University

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My role in these proceedings is not to define career education, indeed, that has already been done, or to describe or debate the philosophic bases for career education. Rather, my role is to suggest what stake teacher education might have in career education and to begin to define some of the parameters of how planning for career education gets implemented in the universities.

To be sure that we are on common grounds, I would, however, like to quote Sidney Marland's original and still good definition of career education in the book *Essays on Career Education*.[1] Marland said that career education was "That education which removed the distinction between academic and occupational education. . . . blending them to offer all learners the best opportunity for a productive satisfying career." In Marland's definition I would emphasize the word "blending". For, as I will attempt to describe, if much is to take place in the university, then an unnatural blending of disciplines, fields and talents will have to occur.

Sterling McMurrin, former U. S. Commissioner of Education and now a professor of philosophy, equates career education with the basic meaning of education since, in his view, anything worthy of being called education "must be relevant to the cultivation of those qualities that make possible or enhance a career".[2] McMurrin, in summarizing his article about career education, makes the following points: The work ethic will remain a foundation of our value structure, therefore, career education must refer to creative and productive work and what this emphasizes for the society and the individual. He was very importantly reminding us that occupational and liberal elements of career education are inextricably interrelated. In the same vein Alfred North Whitehead once said that the anti-thesis between technical and liberal education is fallacious; there can be no technical education which is not liberal, and no liberal education which is not technical. Education should turn out the student with something that he knows well and something he can do well. Parenthetically, here at times I am concerned by the erroneous pronouncements attributed to career education proponents which would seem to denigrate the importance of liberal education or a firm background in the "academic subjects". My colleague, Keith Goldhammer, puts it another way, and I might add quite eloquently, when he says that career education is an approach to education which stresses the *instrumental* value of all education in assisting an individual to become a fully productive and satisfied citizen.[3] Thus career education is a means to an end which stresses both individual and societal worth and good.

Marland, McMurrin, Whitehead, Goldhammer and others then see career education as broadly permeating the whole curriculum in the educating system. It is affected by and in turn affects avocational interests. It stresses the goal of producing a productive satisfied citizen who understands self, has found a place in the economic order allowing him to earn a living, who appreciates the dignity of the many other contributing roles in society, and who can perform all of its life roles with a high degree of accomplishment and satisfaction.

This formulation of career education stresses human development, guidance values and attitudes as taught through a good liberal education and skill development. To be sure there are other narrower vocational oriented definitions of career education which I personally tend to reject. Clary, for example, stresses orientation to economic life beginning in the earliest years. There are others who view career education as a rebellion against humanistic education which I also tend to reject and there are others who view career education as synonymous with either vocational education or guidance with a little of the other tacked on. I also reject these formulations of career education.

In the 1972 compilation of papers of a career education conference sponsored by the National Vocational and Technical Education Seminar, Aaron Miller laid out some seven major tenants of career education. These tenants seem to make sense then and now. Briefly, Dr. Miller said that:

1. A comprehensive educational program focusing on careers begins with entering into the school and continuing through the adult years.

2. Career education involves and is for all students regardless of post-secondary plans.

3. It involves the entire school program, uniting schools, communities and employers in a cooperative venture.

4. It infuses the school program rather than beginning a program of discrete career education curriculum blocks.

5. It provides the students with information and experiences representing the entire world of work.

6. It supports the students from awareness through exploration, career direction setting, placement, and follow up and re-education, if necessary.

7. Career education is not synonymous with vocational education. Parenthetically, vocational education and guidance are integral and important parts of a total career education system.[5]

If we reflect on what has been said, the message for the universities and colleges of education becomes evident, and that is a viable program to train teachers and school administrators for specialized roles in career education or simply to infuse sufficient education knowledge and awareness into the programs of the non-specialist; e.g., the teacher of mathematics to be or the school administrator to be, requires an integrated college and university wide approach. Indeed, at another dimension, thought of a career education program at the university level must also be based upon awareness, knowledge, and participation of large segments of the faculty. For example, at my own university the director of student personnel in each of the six colleges recommended, and the deans endorsed that the university hire a career counselor and that a distinct and separate part of the university orientation program be devoted to career planning. This was and is a good idea and will be implemented just as soon as the division of student affairs can hire a qualified career education counselor. Some cooperation from the various colleges is assured since a committee composed of each colleges 'personnel director will develop policies and guidelines as to how this program will operate. On the other hand, I am afraid that in large measure our program will fail unless the assistance of significant numbers of faculty who do not respond—"career education—what's that?—" can be enlisted.

Some months ago we at Oklahoma State University began to define career education program elements as we conceptualized the role of the career education facilitator who we defined as the individual charged with the responsibility for the organization of career education in the common schools of the land. As we see it, the facilitator *must know school administration* and be a part of the administrative team. We also believe that school administrators and, thus, departments of educational administration need to be aware of career education. The facilitator must be knowledgeable and perceptive in the area of *curriculum development*. He must be competent in applying the basic principles of design and development and he must know where to locate career education materials and how to evaluate these resources. Thus, in our formulation, the departments, however designated, which have specialists in curriculum and instruction must be involved in the university career education program.

The facilitator, we felt, *must be familiar with procedures for pre-service and in-service programs* for both academic and vocational-technical teachers. He should be familiar with the role teacher educators play as change agents through teacher education programs. Thus, it is obvious that traditional teacher educators must be involved in the career education venture.

The facilitator *must also be closely associated with* the *counseling and guidance staff in educational institutions and should be thoroughly familiar with the relationship of the school guidance program to the total school program*. He must understand the role of counselors. He must have an understanding of career development theory, etc. Thus counselor educators in colleges and universities must also be involved in the career education venture. Career education is a rapidly growing concept with an expanding body of literature. Therefore, the facilitator who is effective *must have research capabilities* which will permit him to utilize the vast amount of information available to him. He must be able to analyze and understand implications of research results and to interpret appropriate information to all levels of educational personnel. Thus, staff involved with educational research in universities must also be involved in the career education program. Undergirding these specific areas (school administration, curriculum development, teacher education, guidance and counseling, and research and evaluation), there are certain other basic knowledges which the facilitator ought to possess. These include, and perhaps not inclusively, *human growth and development, group dynamics, system operations and community dynamics.* The inclusions of these basic knowledges in the career education facilitator's training suggests the need for the involvement of psychologists, be they housed in colleges of education or arts and sciences, sociologists and anthropologists. So far in the development of this model I have not mentioned departments of vocational education. Yet, to be sure, these too play a very important part in the career education mix of the typical comprehensive college and universities.

To summarize, the various program elements involved in the career education planning at the university level cut across at least two or three colleges and include the fields and disciplines of school administration, curriculum development, teacher education, guidance and counseling, sociology, anthropology, psychology, and research and evaluation. Obviously then, in an interdisciplinary model, a team effort will be necessary if colleges and universities are to contribute fully and effectively to the career education effort.

Before attempting to suggest an approach to the organization of these program elements let me suggest still another dimension of university and college planning for career education and that is the development and planning of programs for students in universities. From my perspective it would appear that most universities have done virtually nothing toward conceptualizing or implementing career education in the university. I would hope that as a result of this conference and other efforts, colleges of education might begin to assume a general career education leadership role in universities by taking the lead in the formulation of models for implementation of career education at the university level. This would seem to be simply a logical extension of our role and responsibility for infusing career education into all sectors of the teacher education curriculum and for preparing individuals to assume an increasing number of school positions in career education.

Well, if career education at least includes the elements I have identified, and if colleges and universities should develop viable career education programs which are interdisciplinary in nature, how do we go about the development of appropriate models? I wish I had a cookbook solution. However, to date, with but few exceptions, efforts at truly interdisciplinary programs in colleges and universities or simply programs which require the cooperation of several departments within a college have not been very successful. The reasons are all too obvious. People are perhaps overly concerned with identification of leadership roles, with the protection of "their departments" or "disciplinary autonomy", visibility, with who get the credit for what it has accomplished, and other concerns regarding mundane matters such as budgetary allocations for interdisciplinary efforts. Even if these problems are all solved, there is still the knotty problem of program visibility and internal communications across the network. I would submit that each institution in the final analysis will have to solve these problems and determine the appropriate organization of a career education program for itself. However, it is obvious that if a successful career education effort is to be mounted or if the goals of infusion of career education concepts into teacher education curriculum are to be achieved, the effort must have a visible entity and organization to tie the effort together, yet not be a *separate department*. Thus from my view a "center" concept with an appropriate organizational frame has a lot to offer in the development of career education at the university level. A few years ago the National Institutes of Health wanted to bring some semblance of organization to research efforts in the field of mental retardation and human development. I cite this as an example because as in the case of career education it was obvious that much research and development was going on in departments and disciplines throughout the university but with no articulation or communication across disciplines. The model which they evolved and which seems to have been quite successful was to establish the concept of the mental retardation and human development centers program. Program guidelines did not specify exactly what departments of universities and medical schools should be involved in the center or who should be in charge of a center. All that was stressed was that the program must hang together and that the center director be 1) a good administrator, 2) identified with mental retardation and human development in his own speciality and 3) show promise of being able to bring many disparate groups together. I believe that, in general, I would advocate the development of a similar centers approach to the colleges of education and universities career education efforts. Career education is dynamic–not static, and if tied to a specific department will tend to rather soon be out of the mainstream insofar as the rest of the college and university is concerned.

The organization of centers obviously varies depending upon local considerations. However, in general, the following key elements are essential: (1) The dean or deans of participating college(s) must assure responsibility for policy and the selection of the center directorship. Essentially then, the deans of participating colleges function, I suppose, as a board of directors. (2) The director must be selected with care and ideally should be known on campus as Mr. or Ms. career education. At any rate it is virtually essential that the director be selected from one of the participating departments and be respected for his or her contributions to career education from his or her particular discipline's perspective. Regular release time must be budgeted for the position of the director. He or she must have organizational and administrative abilities but most importantly be able to communicate with persons across many disciplines, encouraging them to work together. (3) The work of the center should be guided by a widely representative council. This means all departments with a significant input; for example, in the model I described we will include a representative from each of the following areas: Education administration, counseling and guidance, curriculum and instruction, teacher education, vocational education (2 or 3), education psychology, psychology, sociology and the State Department of Vocational Technical Education, since we happen to work especially close to them.

(4) It is difficult to list all of the functions to be fulfilled by a center and all of the clientele to be served. However, in general, the center might be viewed:

(a) As a holding company where staff working on career education projects could be assigned under a release time mechanism.

(b) As an organizer of regular seminars, colloquiums, etc., and the developer of courses though once developed they should be assigned back to departments.

(c) The center should serve as an information resource to local schools and participating departments.

(d) As the catalyst generally for career education efforts in participating departments and in the university.

(5) Physical space of and for the center is perhaps not as crucial as the organizational concept. However, it is highly desirable that the center have a specified location, be this one room, a suite of rooms or a building.

Strangely, the problem of infusing career education across the teacher education curriculum may or may not be solved by a center though the latter should help. Unfortunately, we all know that at times faculty members can be very stubborn and that departments in any university and college can be equally stubborn, essentially afflicted with tunnel vision or unwilling to consider new ideas that do not come from within the department or field.

As I see it the best way to infuse career education in all sectors of the teacher education program would be simply for the teams assembled here to be constituted as a college of education task force (a critical mass). This task force should carry on many of the activities described under the center's concept but most importantly should serve as a vehicle for beginning a continuing dialogue in colleges of education. Out of this dialogue and other activities organized, we should generate the the necessary career education concepts and materials, the few new courses (if any) necessary and the campus specific mechanism necessary for sustaining significant leadership activities in career education having their locus in colleges of education.

Career Education: The Challenge of Our Times

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It is both interesting and ironic that we should be meeting in a conference to discuss the subject of career education at a time when the economic picture is so confusing. With the daily news bringing us the story of alarming changes in the employment pattern, the pressing question seems to be – For What Careers Are We Educating? Perhaps we are a lot like the politician who recently remarked that only in America do we hold a five hundred dollar a plate dinner to discuss the topic of poverty. Certainly the times are discomforting and disconcerting.

A few days ago a friend of mine went to buy some feathers to repair a weak spot in the mattress of his camper. When he learned the price of the feathers, he exclaimed, "Good heavens, I cannot believe it. Now even down is up". His perplexity, no doubt, characterizes the mood of the day.

Yet, from another viewpoint, the uncertainty of the times and the unpredictableness of the career patterns of the future demand that we aproach the task of preparing today's youth to meet the challenges of tomorrow's job markets and career opportunities with a new sense of urgency. For perhaps now, more than any time in modern history, the educational institutions at all levels cannot afford to leave to chance the educating of youth for meaningful and productive futures. Now, more than ever, the acquisition of decision-making skills, the development of copying techniques, and the clarification of role responsibilities cannot be an incidental goal of educational endeavor. The job market is too tight, the change of failure too high, and the toll for wasted motion too great. Public schools must give priority consideration to the educating of students for career and other future roles, and the colleges and universities must turn attention to the preparation of organizational, industrial and civic leaders who understand this educational imperative. Perhaps we might aptly conclude that career education is a concept whose time has arrived.

Thus far, I have directed attention to the topic of career education in a very general sense, for I do not consider the career role to be the only role for which the public schools must provide training. Acquainting and readying youth for the political, the consumer, the avocational, the familial, and the organizational role, as well as the career role of the future, must become the foci for educational reform and the hallmark of educational output. Judged both by past and present performance standards, the programs of public education are woefully inadequate.

As important as each of these roles is to youth, there can be little doubt that no question a youth faces carries the same pervasive impact as the all important question "What am I going to do to earn a living?" The sooner and the more competently this inquiry can be answered, the easier it is for youth to organize life into a meaningful plan and attach relevance to supportive and supplementary activities. It is my thesis that we must give new attention to guiding students toward discovering the answer to this central concern.

The persistent and paramount function of the public schools has been to prepare youth in the academic disciplines for the next educational step. Each educational activity has been viewed as an integral part of a hierarchical process which leads eventually to the college degree. Vocal support has been given to the need for a curriculum offering career and marketable skill training, but, in practice, little room has been made for such horizontal systems in the mainstream of educational programming. Using every available psychological and sociological channel, the school has communicated the desirability of an academic or college preparatory education. We have told students that the longer they stay in school the greater their financial rewards. We have persuaded students that white collar jobs were somehow more desirable than blue collar ones and that a good education was a prerequisite for such a job. We have preached the doctrine of the good life, free from hard work, and physical exertion, which could be realized only through education. We have cast disparaging remarks on certain jobs as if they were something akin to the plague. It has not been long ago that students were told if they did not study and stay in school they could well find themselves employed as a ditch digger or garbage collector. Each of these expressions conveyed to the student the idea that the only thing of importance during the early and secondary school years was the acquiring of high academic standing. Dignity was resposited only in certain types of career roles.

The first strong movement toward the offering of some options in the area of career role training within the public schools began with the introduction of vocational and trade related preparational programs. However, such programs were condemned by the academic community and regarded as second line offerings. Frequently, the statement was heard in the halls of the school that if a youth could not make it in the general program he might try vocational training. The implication was that vocational courses were for students who were academic failures, and they were grade "B" or even "C" educationally.

Such attitudes are yet quite prominent in the thinking of educators throughout the land. The administrator who proposes to begin a program of career education will find himself facing some formidable arguments and firmly entrenched philosophies with which to contend.

The first major obstacle to be overcome is the absence of a clear cut definition of career education. It is at once apparent to all observers of the status of the educational program that much confusion exists in this area. Even after three years of study and program activity, I find myself still asking the question — What is Career Education? It is important, however, to refuse to let such uncertainty become a deterrent to the development of trial efforts in this area.

Many enthusiasts in this area go so far as to contend that all education is career education. Their conception of a career is that of a life career. Thus, whatever one learns or does affects his career. However, such a definition is too broad and leads to the conclusions that if all education is career education, we have no need to change or modify existing patterns. In this sense we already have career education. Such a definition is not functional for the practicing administrator even though it may have theoretical validity.

Another very common belief is that career education is vocational education. Since this has already been discussed at some length, I will not extend my comments further; except to say, vocational education is only the final step in career education, the preparation phase. Vocational education without career exploration, career investigation, career guidance, and career awareness is no more career education than is a piece of meat a sandwich. Albeit, it may be the most important part.

There would arise a third group who would relegate career education to a separate course consideration. Such a position recognizes the importance of career education but regards the exposure to and exploration of a career as a special area of instruction. This conception of career education tends to deny that decisions about careers are going on all the time, that adult role models are affecting our future role behaviors daily, and that it is impossible to develop career attitudes in isolation from a broad field of interacting elements. Each day the student in an English or math class may be processing information affecting his career choice.

In the main, the definition which must guide the administrator in the development of a career education program is one which furnishes a student a broad awareness of the myriad of careers and multiple job classifications, which provides him oportunity to explore a variety of interconnected occupational opportunities, which acquaints him with himself — his needs — his competencies, and which places him in a program of preparation that is personally satisfying and fulfilling This definition provides a beginning from which a more precise conceptual framework can emerge. It is a definition which implies that all teachers are to become involved in career previewing, planning, and preparation. An administrator will not find this an easy philosophy to sell at the outset of a career education program.

A second major hurdle to cross is that of the value conflict between what youth believe and the inherent ethic involved in a commitment to career education. I refer, of course, to the work ethic.

Many students of human behavior contend that the work ethic may already be dead since youth today have been denied access to the core of experiences which build a value system based on a commitment to work. Studies completed in the Sand Springs Schools and in other school systems demonstrate that youth consider a job only a means for acquiring material or monetary gain and not as a program for personal fulfillment. Work is not exciting, not inviting, not satisfying .

The adult world has fostered this condition with such statements as: "I wish I didn't have to go to work this morning", or "I can hardly wait until Friday comes". The thought conveyed by such expressions is that work is not desirable. I also find a similar attitude relayed to students by many classroom teachers. While most confess to the enjoyment of teaching; it is obvious that the thrill is gone and the dedication is lacking. Little wonder that the child has no understanding of the value of work. It is a thing to be shunned or avoided if at all possible.

Times does not permit extensive comment on this problem area. However, attention must be given to the development of a value system which supports the role to be discovered. The same might be said for the study of any role. If a student perceives the political role as being one of dishonesty and disrepute, there is little reason for spirited involvement. Unfortunately, recent events at both the national and state level have done much to destroy the enthusiasm of youth for our political system. The youth who regards the familial role as an unhappy or temporary experience will find little satisfaction as a parent. In the same degree, the child who does not learn early that work is exciting and fills a need in every person will find little interest in efforts proposed to assist him in discovering a career.

A third obstacle looms large in the plan to implement a career education program. This obstacle is the lack of openness on the part of the average teacher. Too many teachers seem to be fearful of sharing the educational spotlight with others. As if by doing so, they confess inadequacy. Far too long teachers have regarded their classroom as a kingdom where they hold court each day. In order for career education to develop, teachers must be willing to open the classroom doors and invite adult role models into the instructional process. The teacher must regard himself as only one source of guidance, and, for the sake of his students, he must develop a team of adjunct mentors who aid in building a complete program of education.

I am personally concerned about the necessity of bringing outstanding adult models into the classroom. In modern society the child has little knowledge of what his parent does on the job. The time when father and son worked together and shared career experiences is gone. The fragmentation and specialization involved in the world of work creates a broad gap between a child's conception of work practices and his view of the work product. Very few children can explain what their parent does in the industrial society, and the problem grows greater in the service oriented society. Somehow we must break through this void and introduce capable adults to the students. Youth today must get to know adults who can explain and interpret the world of work, adults who can make work appear inviting and satisfying to youth.

The implications for teacher training are obvious. What I am suggesting is that we must have teachers who see education from a broad perspective, who are not limited by the narrowness of a subject matter discipline, and who are willing to share the learning process with other worthy mentors. The development of a staff with such vision will not be easy and at times will be discouraging. Few teachers actually know much about careers other than their own, and, unfortunately, are not interested in providing examples for youth to observe. We discovered a need for local teachers to get to know the plumber, the steel worker, the mechanic, the labor union representative. In fact, many considered it good to rub shoulders with such well-paid workers.

Career education must be begun early in a child's life. He must experience work through "hands-on" activities until he finds satisfaction in the work role. As the student matures, he must be furnished exposure to additional and exemplary career role models. He must be taught the skills of decision-making and value clarification. He must find supportive assistance from every teacher as he seeks to work out his capabilities and match them with appropriate role identities. This is the challenge of our times, the challenge of career education.

Having dealt briefly with the challenges to the development of career education programs in the public schools, I would next like to give attention to some cautions to be observed. It is possible to go beyond the bounds of propriety and end with an educational environment that is defective. The school administrator usually finds it necessary to lean a bit toward an over-emphasis on career education at the outset in order to get the program into action. Such zeal can lead to certain pitfalls.

One danger is that students will lose an interest in academic excellence. As the Sand Springs Schools began to bring industrial workers and skilled craftsmen into the room, it became obvious that a strong case was being made for selecting jobs which did not require a college degree. Statements like eighty-five percent of today's jobs do not require a college degree began to have a negative impact on that student who wondered why he was studying so hard to go to college. Lay people from the community frequently pointed to the fact that building contractors and plumbers had some of the finer homes in the neighborhood. While such statements were designed to support the concept that there is dignity in all types of work, they sometimes tended to lower the esteem attached to the white collar or college degreed job. Students began to wonder why all the emphasis on good grades and scholarship programs if they had little effect on the great decision of making a living. Such responses and reactions may be expected to develop in the career education curriculum unless caution is observed.

While it is apparent that students who elect careers which do not require college training may need to plan a program of studies different from those who will go to college, it is not accepted that such programs must encourage any less of a commitment to excellence. The assumption that scholarship is important only to the college-bound student is a fallacy. Leaders in the technical and trade occupations need the skills of communication, an understanding of the American political system, an appreciation for the arts, and a working knowledge of the sciences to organize their lives and to cope with their environment. Certainly, there is every reason to believe that the better a student is prepared in these areas the more effective and efficient will be his life. In the Sand Springs Schools we are seeing more and more capable students choosing the technical occupations over the professions. Still the challenge is to motivate every student to take full advantage of educational opportunities.

A second danger is that of overloading a student through the addition of career assignments. One problem that must be faced early is what is to be dropped from the required program of studies in order to make a place for career education activity.

The natural reaction of many teachers is to consider what they are doing so important that nothing can be omitted. In such a situation the teacher may assign career exploration or investigation activities as an addendum to or supplement of the standard requirements. When such occurs, the student will view career education assignments as an extra educational burden. Career education will become distasteful and despised.

Of course, there is the possibility too that the opposite will occur and teachers will delete too much from the curriculum. I found this to be the case in certain instances. On one occasion I inquired of a principal what a certain teacher was teaching in the area of political science and received the reply, "She is teaching career education". However, I must assure you that the former situation is more apt to occur than the latter.

Teachers must be convinced that you sacrifice absolutely nothing from the learning process if students portray the roles of community workers instead of fictional characters. One of the memorable examples of integrating career education into the current program of studies was done by a young primary grade teacher when she revised her puppet show of the three pigs. The pigs became three builders and the wolf was made a building inspector who came to test the quality of the builder's workmanship. Nothing was taken out or added to the class activity with such a revision. English students found more adults willing to be interviewed when they were asked to talk about themselves and their work than to give their opinions on various topics. There were problems in some areas, of course, but teachers found ways to introduce career awareness and guidance without adding another layer of assignments.

A third circumstance for which one must prepare is that of teacher evaluation by the lay community. While the general benefits of career education far outweight the deficits in the area of teacher evaluation, it is well to know that some community leaders will leave the classroom following a visit with a very low opinion of a teacher. We struggle with this dilemma in our citizen advisory meetings. Some of the committee members stated that a few teachers had such poor classroom control and such a lack of enthusiasm that visitors to the classroom were coming away with words of harsh criticism for the teachers.

To the contrary, most visitors to the classroom came away with high praise for the faculty and the students. Many paid public tribute to the project and added immensely to the program of instruction in ways beyond the limits of the career education project.

A school anticipating the beginning of a career education program should be cautious if they fear community review of their faculty, and each teacher should understand fully that they will be judged by those who enter the classroom. Perhaps it adds a new dimension to teacher evaluation for the administrator to consider carefully before opening the classroom to lay visitors.

Finally, the school system must be cautious about role stereotyping in the development of career education materials and concepts. In most instances teachers do not intend to portray certain jobs as primarily for males or others for females, but the examples and models used in the career education will tend to leave this impression on the students.

While many teachers attempt to divert attention from the dominant role holder by bringing to the classroom the exception to the rule, such is not enough to prevent the emergence of role stereotyping. When a teacher brings to the class the only lady truck driver in the community, the class may view her as some type of a freak or oddity of the job classification. However, when a teacher tries to guide children in the understanding of the skills and competencies needed to be successful in such an area and then asks that the students decide whether these are traits possesed by one or both the sexes, she provides students a way to look beyond the role holder to the role possibilities.

Schools which have failed to reckon with the impact of role stereotyping have run into some stormy waters and the backlash of the tidal waves have often wrecked the ship. I urge caution in this area.

The administrator who proposes a program of career education for his school system should enter this endeavor with eyes wide open. There are menacing rocks to be avoided and destructive forces to be assessed. However, these problem areas and many others should not deter action toward the establishment of this very important educational component.

As fraught with trouble as a career education program appears, its potential for producing benefits are infinitely greater. I would like to enumerate these at some length.

First, and foremost, career education brings the school and community together as educational partners. As the lay public become involved in the learning process, they find a new commitment to the school. People who might normally be severe critics of the school now become its allies. As they become lay or adjunct teachers they come to understand the needs schools are constantly expressing for better equipment and materials.

Respect for the abilities of good teachers and inquisitive students is fostered. I cannot help but recall the pride of certain students following a presentation by one of their parents. "My dad taught our class today", was a frequent comment heard around the school campus. "I couldn't believe students knew so much", was the general consensus of many visitors. Doctors, lawyers, industrial leaders, busy people in the community cancelled appointments to share with others a part of themselves, and it was almost overwhelming to see the preparation to which many went to plan a tour for students.

The positive consequences of this program will never be fully assessed, but they will be demonstrated by greater support for quality education.

A second benefit of career education is the development of respect for the individual and his unique talents. I spoke earlier of the need to bring exemplary adult models to the attention of students. Truly, one of the reasons youth have lost respect for authority is that they have no authorities to respect.

Students live too much in a world of peer and parental relationships. The need to interact with other adults is urgent. How rewarding it is to be able to say to a student who needs some help with a decision, "Why don't you go talk this over with a certain person in the community? Instead, the usual comment is: "Go see the school counselor."

The fallout effect in terms of respect for others and what they can contribute to the lives of boys and girls is a solid plus for career education.

What can be witnessed as a benefit in terms of the development of respect for others may likewise be observed about the development of self respect. Career education helps a youth to know himself. One of the more interesting conclusions drawn by many students involved in certain career exploration activities was that this career was not for them. Doubts about their prospects and possibilities were removed.

Self respect develops when a person fully understands his liabilities and assets and knows how to select those areas in which he will find success. One of the tragedies of the guidance programs of our school is that they have permitted students to hold false hopes of a career in some area. Through career exploration techniques and strategies the student learns for himself what careers are closed to him and long years of false hopes are avoided. The sad fact is that too many don't discover this until they are in or through college and the pain of an improper choice is coupled with the knowledge of wasted years and expenses.

Career education must help students to eliminate such costly mistakes and give them a new respect for themselves and their talents.

A fourth benefit is the development of decision-making skills and strategies. There is something about the program model used in career education – awareness, self assessment, role exploration, value clarification, and decision-making that has a carryover effect into other areas of life.

Information alone is not enough to make a decision. If so, the tobacco industry would go out of business tomorrow and drug traffic would be ended. Students must be taught to clarify their values, their personal motives. They must learn how to process information. They must feel the real consequences of their decision, not always actually but vicariously. When they do, they will learn to approach every major decision with an eye toward the future instead of the present.

Benjamin Singer, noted sociologist and collaborator with Alvin Toffler in the preparation of the book, *Future Shock*, coins a phrase which he calls future-focused role images. According to Singer, when a student lacks an image of his future, it is difficult for him to make consistent decisions and act competently in the present. Career education focuses attention on the image of the future and provides a strategy to use in examining other future role images.

The implementation of career education is truly a challenge to the school administrators of our nation. It is no longer a concept or a theory. It is a reality in many school systems across the land. Scores of educators across the country have plowed the furrows in which the seeds of career education will be sown. The challenge is to shake off the shackles of past educational dogmas, to consider the obstacles to be overcome with concern and caution, but to press forward, anticipating the realization of the benefits to be derived.

I might best close my remarks today by relating a humorous story. A young couple had finally decided to end their marriage, but, before taking the final step they agreed to take their case to a marriage counselor. After much discussion and inquiry, the counselor decided that there was no hope. So he advised the couple to go ahead with a divorce.

"What are we to do with our property?" asked the wife.

"It will have to be sold and divided equally," responded the counselor.

"And what about our bank account?" asked the husband.

"That, too, must be divided into two equal parts."

"Well, what about the children?" inquired the wife.

Again the counselor's response was that there must be an equal division.

"But we have three children," said the wife.

This puzzled the counselor, but, finally, he came forward with a solution. "Why don't you live together for another year and have a fourth child? Then you could divide equally," he said.

"That would never work," responded the wife. "If I had to depend on him, I never would have had these three."

It is my contention today that the development and implementation of meaningful career education programs depends on personal commitments by teachers, administrators, and educators everywhere. We can not wait for another time and another period. It is the challenge of our times.

What We Believe Career Education and the Role of the College in its Development and Implementation

Cas Heilman
Michigan State University

A. DEVELOPMENT OF CAREER EDUCATION IN THE COLLEGE OF EDUCATION

Career education as an area of emphasis within the College of Education had its roots in a spontaneous, informal concern on the part of a small number of faculty. This concern was reflected in the appointment of an Ad Hoc Committee by Dean Goldhammer in the Fall of 1972 to make a feasibility study and provide recommendations regarding the posture of the College of Education regarding career education. The Ad Hoc Committee recommended that the College of Education accept career education as a major thrust and should initially organize itself in the following manner:
(a) Appoint a college coordinator for career education; and (b) Appoint a career education council with the responsibility of identifying areas of involvement, planning programs and forming recommendations to the Dean of the College.

The Council's responsibility was identified more precisely in a memorandum to the faculty from Dean Goldhammer which was published in the College of Education's Newsletter dated January 23, 1974.

"The Council on Career Education . . . will serve as the major policy advisory body for the College in career education."
In the same memorandum a coordinator for career education was appointed to become effective Spring Term, 1974.

Following the Council's appointment and extension deliberation during Winter Term 1973, two recommendations were developed and approved:

1. That the College of Education adopt the following operational definition for career education.
Career education is a pervasive element of the life long educational process which emphasizes the interrelationships of occupational roles with civic, family and avocational roles.

2. That three Task Forces be appointed by the Dean: elementary, middle school, and senior high and post-secondary. These three Task Forces were to become familiar with career education and make further recommendations regarding the college's role.

It became clear to the Council that with these developments, the role of the Council required clearer delineation. This delineation is set down in another document entitled *"Role and Responsibilities of the Career Education Council"*, College of Education, Michigan State University. Copies are available from Dr. Cas Heilman.

During the Fall Pre-School Conference (1974-75), a report of progress was made to the faculty regarding what had been accomplished since the inception of the movement. Consideration was given to future directions. Faculty discussions were held in the area of planning, instructional materials, assessment, undergraduate and graduate programs.

Further impetus for the career education movement was reflected in legislation at the federal and state level. The Elementary and Secondary Education Act and the Vocational Education Act of 1973 as amended make provisions for furtherance of career education. More importantly, state legislation (Public Act 97) mandates every local district to submit plans for career education by September, 1975.

Public Act 97 also provided direction for teacher training institutions.

> "Sec. 5. (1) The state board of education shall recommend statewide guidelines and goals for a comprehensive career education program not later than 9 months after the effective date of this act.
>
> (2) The board in consultation with the commission and teacher training institutions shall develop a plan for professional personal development to assure successful implementation of career education in all local educational agencies. The professional personnel development plan shall provide for the systematic development of all professional personnel at both the pre-service and in-service levels and the criteria for assessing the performance of these professional personnel."

The State Department of Education has established a Career Education Consortium composed of representation from each of the State supported teacher education institutions to coordinate teacher education involvement. An outgrowth of the deliberations of the Consortium was a small grant to each institution to develop a cadre of faculty to assist local school districts in planning, implementing and evaluating career education.

Requests for in-service assistance have been brought to the College of Education by local school districts in increasing numbers. Manifold requests for credit courses, advanced degree programs, non-credit activities and curriculum materials have been incrementally evidenced. Responsiveness on the part of the College of Education has been commensurate with its available human and financial resources.

B. RATIONALE

The Career Education Council views career education as a means of mobilizing concerned educators, communities and students in addressing some of the contemporary problems of the educational system. There have been numerous diagnoses of the problems facing American public schools today, but most of them can be summarized in terms of four crises to which the schools must respond.

"First is the *crisis of relevance*. It is apparent that high schools particularly those in the urban areas — are not capturing either the attention or the interest of many students. Absenteeism is very high. Students seem to be passed along without regard to accomplishment. Boredom and lack of purpose is young lives are revealed in many ways. Obviously, schools are not responsible for all the problems of youth. Just as obviously, schools cannot replace all other social agencies that need to deal with these problems. But neither can schools avoid their responsibilities for helping students cope with today's problems of living and adjusting. Standardized and routinized school curricula and activities stand in sharp contrast to the reality that surrounds young people in their communities. The two worlds of youth — one inside school and the other outside it — may appear irreconcilable, but they must be bridged for the disaffected youth who actually may make up the majority of high school students.

Second is the *crisis of the human and social problems facing youth as they grow to maturity in a complex, technological society*. Mass society has become excessively bureaucratized, and young people, especially, feel like pawns at the mercy of forces beyond their control. Identity problems and the search for fulfillment are uppermost in their minds. Of what interest is the study of the great literature when graduation from high school means entering a life-career on welfare? When the environment and the land are being increasingly contaminated? When inflated prices are eroding the standard of living for the already economically deprived? When the availability of most prized jobs is decreasing while the costs for necessary training are too high for the poor? Whether this picture is entirely accurate, it is the one perceived by those striving to find their places and to cope with their present and future existence.

Third is the *crisis of values and aspirations*. Studies of the youth culture of the 1960's and 1970's while more numerous and better disseminated than earlier studies, have not been entirely adequate. The best analyses show that youth are influenced by the current material culture as long as they can find the means to take part in it. But they are not the iconoclasts they are sometimes pictured to be. They appear to be searching less for new values and more for ways to bridge the gap between aspiring to and achieving their life roles.

Fourth is the *crises of recognizing human diversities*. The dream of the American melting pot was never fully realized. For various reasons, ethnic and other groups formed enclaves within the broader society and sought to maintain their individuality – some by enforced isolation from the "mainstream" and others by a desire to maintain their cultural uniquesness. But the schools, as well as other instruments of society, became part of a futile attempt at homogenization. The resulting homogenized school curriculum is a product of standardized textbooks, courses of study, instructional procedures, and structural characteristics. Diverse cognitive styles are rarely accommodated. Differing aspirations are generally ignored. Students are considered to share the same characteristics, and, in the better school systems, those who diverge too greatly receive special education to remedy seeming inadequacies for coping with normal learning situations.

In spite of more than a century's efforts at individualization and vocational education, there has actually been little departure from mass procedures in the school's traditional framework. So homogenization has failed, and now the greatest challenge to the contemporary school is to find ways to deal effectively with human diversities; to deal with the whole range of human needs and capabilities; and to build a meaningful educational program encompassing all of the psychological, cultural, sociological and value differences that characterize youth in school populations."

C. Generalizations About Career Education

The Career Education Council believes that one potentially effective response to the crises in education is career education. However, there are numerous interpretations of the concept and concomittantly, as many types of programs being developed.

Current career education definitions and programs range across the spectrum from strong vocational models which emphasize preparation for specific jobs to more complex models which emphasize the total capacitation of the individual. The latter models speak to the need to focus on the life activities of the individual and to construct and implement programs which are built on life roles and the relationships which exist within and between these roles. The College of Education definition identifies occupation, civic, family and avocation as life roles. Paramount with the life roles focus is the need to address the personal interests and needs of the student, to capitalize on the resources of the total community in providing learner experiences, and to provide for increased interaction between students, teachers, parents and the community.

The Career Education Council

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*Goldhammer ,Gardner, Heilman, Libby Mokman and Rietfors; *Experience-Based Career Education: A Description of Four Pilot Programs Financed Through the National Institute of Education*; National Institute of Education, Contract No. NIE C-74-0085; January 15, 1975.

believes that the degree in which present educational institutions relate to providing this foci in this context is the degree to which that program is career education oriented.

Further generalizations about career education are listed as follows: *Career education* focuses on people (self and others), not on traditional subject matter content. Subject matter becomes a means rather than an end.

Career education places the individual at the center of the program and assists them, through a developmental process, in developing knowledge and skills relating to their interests, aspirations and aptitudes.

Career education uses the life roles (occupational, family, citizen and avocational) as its primary organizer and relates the interdependence and interrelationships of each role.

Goal identification and role orientation is an effective motivator for the learner and provides teachers with apropriate information for making instruction more meaningful. *Career education* continually focuses toward the present and future life careers of the learner.

The development of instructional content and teaching-learning strategies should be a cooperative endeavor between the learner, teacher and community members.

The total educational program will be so interrelated that the three-track system (general-vocational-academic) cannot occur, and the system will provide for easy access to alternate routes as goals change.

Teachers will work together on an interdisciplinary basis for the common goals of individual learners. Subject matter departments will become modified toward the life careers.

Learning experiences which occur outside the classroom will increase to provide oportunities for students to develop skills necessary for making the transition from schooling to the community.

Career education assists the individual in becoming aware of the relationships between his/her potentialities, aspirations and values.

Career education assists the individual in developing a sense of his/her own worth, purpose, and direction in life.

Career education assists the individual in becoming a part of rather than a part from the society.

Career education helps culturally diverse populations find the roles which they can perform to maximize both their capabilities and contribute to the well-being of the total society.

Career education helps to relieve the human disaffection which results from failure to find one's rightful place in the structure of things.

Career education enables the individual to become fully capacitated to perform all of his/her life roles more effectively.

Career education prepares individuals with the skills needed for achieving economic independence.

D. CAREER EDUCATION DIRECTIONS

Of the numerous career education models which are being advocated throughout the country, we as Michigan State University faculty will be asked to respond mainly to the programs being developed within the State of Michigan with input from Department of Education personnel, public school teachers and administrators, representatives of higher education and members of the business-industrial community.

As presently conceived in the State, career education involves two components; career development and career preparation. Career preparation consists of the ongoing program which provides basic skill development through the existing curriculum. Career development, on the other hand, is instruction which provides knowledge and skills which enable an individual to *establish* and *plan* for life-career roles. It is concerned with planning and decision making based upon a realistic awareness of one's own capabilities and limitations and their relationship to restrictions and opportunities which exist in the larger environment.

As indicated in Figure 1, career preparation and career development, far from being at odds, are complimentary thrusts which mesh and interact in an integrated program of career education. However, advocates of this model indicate that most effort should be directed toward career development as this component is not systematically addressed in our schools.

The career development component of career education identifies four conceptually distinct but interrelated areas: Self Awareness and Exploration, Decision Making and Planning, and Placement or Goal Implementation. Each of these components represents needs and opportunities which manifest themselves throughout the individual's career.

The Self Awareness and Exploration area focuses on helping individuals understand and accept themselves and others. Individuals learn techniques for becoming aware of, analyzing and appraising their interests, aspirations, aptitudes, abilities and values in terms of various life-career options. They begin to recognize the interactive relationship between themselves and their environment in ways which facilitate self-direction and self-improvement. The outcome of this component is an increasing utilization of self-knowledge in life-career planning and personal relationships and the acceptance of responsibility for one's own behavior.

The Career Awareness and Exploration area focuses on the interrelatedness of various life-career roles: family, citizenship, leisure time and occupation. Individuals begin to understand the structure and dimensions — psychological, sociological and economic — of these roles in the context of social and technological change in the large environment. The outcome of this component is an understanding of the reciprocal influence of specific activities and an ability to analyze life-style preferences.

The Decision Making and Planning area emphasizes the importance of decision making and planning in life-career selection and focuses on the development and use of specific knowledge, skills and techniques which facilitate these processes. Individuals learn that they can influence their destinies through the use of decision making and planning and that they must accept responsibility for their decisions and plans. The outcome of this component is an ability to anticipate and analyze future conditions and to select among alternatives which will lead to desired life career outcomes.

The Placement or Goal Implementation area focuses on knowledge and skills which will help individuals implement and realize their life-career goals. Individuals learn to identify and use their resources to acquire prerequisite knowledge and skills; and to assess, adjust and maintain their progress toward desired goals. The outcome of this component is a commitment to life-career plans and goals through the pursuit of goal-oriented behavior.

E. WHAT MUST THE COLLEGE DO

This paper has reviewed the background of career education in the College of Education and has presented four crises to which the Council believes the public schools, colleges, universities and the community must respond. We have discussed career education in terms of basic generalizations, a definition, and one model among many. It is apparent that public schools are meeting the mandate to develop career education programs in many different ways; some superficially, some comprehensively.

As the College of Education, certain aggressive steps must be taken in order to assure that our clientele will have knowledge and skills upon graduation so that they can function effectively in schools moving toward a career orientation. Action must be taken to insure that the resources of our faculty are adequate to meet the demand expressed by the public schools whom we also serve. The following statements and questions are appropriate at this time and under these circumstances.

I. The College must develop pre-service preparation programs in which prospective teachers and administrators will be able to effectively implement appropriate career education concepts into their instruction.

1. Should there be new courses in career education? Should they be required or optional?
2. Should present courses be infused with career education concepts?
3. Are there other alternatives?

II. The College must develop in-service programs which are readily available to teachers and administrators and their local districts.

1. Should career education be infused in existing courses?
2. Should new courses be developed?
3. Should career education be a program emphasis and/or a cognate and/or minor in graduate programs?
4. Should there be a graduate degree at the Masters or Ph.D. level in career education?
5. What other alternatives are there to deliver in-service to teachers and local schools?

III. The College must develop a leadership development program for local school personnel who will be responsible for installing, coordinating and evaluating career education programs.

1. How do we assist school administrative units in planning and implementing career education?
2. How do we prepare new leadership people assigned career education programs?

IV. The College should develop and/or evaluate materials for career education.

1. Should the college develop a curriculum resource center?

2. How should it operate: should it be integrated into existing departments or be in the Instructional Resource Center?
3. How can the college provide *curriculum evaluation services of* soft and hardware to local schools?

V. The College must conduct appropriate research activities which will provide new knowledge about career education, curriculum development and personnel preparation.

1. Should the college conduct or support basic research in career education?
2. Should the college provide research and evaluation services to local schools, i.e. planning, programs, personnel, etc.?

What Faculty and Faculty Groups Can Do:

1. Schedule department meeting on career education for information and consideration of departmental involvement in career education.
2. Assign staff to teach components of career education.
3. Assign staff to serve on inter-department efforts in career *education.*
4. Decide on how career education can affect their department — cognates, courses, graduate programs.
5. Serve as representatives on Council and project groups.

What the Individual Can Do:

1. Be informed, by reading, visitations, etc.
2. Examine what he/she is teaching and how career education can be infused.
3. Create new materials.
4. Participate in staff development activities.
5. Teach courses on-campus and off-campus.
6. Conduct research, develop evaluation models.
7. Assess other models.
8. Assist schools in planning and implementing career education.
9. Serve as a special consultant and resource person.

Federal, State and Local Responsibilities in Career Education

Robert Weishan
Michigan State Department Of Education

Overview: The Issue

I want to review the history of federal, state and local responsibilities in career education because I believe that a significant change has taken place since 1973. I further believe that this change creates an important challenge to university based teacher education. In short, I think that you, as teacher educators are faced with an important choice which will affect your future professional lives *and* the future of your universities.

I would not presume to suggest that this choice will determine whether or not you or your university survives, but rather I am suggesting that a critical junction has been reached. Your actions now will determine the role that teacher educators will play in shaping Amercan education during the coming decade.

Background: The Federal Role

When career education started out, it followed a developmental pattern that has emerged in American Education during the post-war years. The developmental pattern to which I refer had grown slowly during the fifties and then skyrocketed to unheard of proportions during the late sixties. This particular pattern of educational development placed the federal government into the role of principal educational innovator and chief school change agent. Consequently when career education first emerged as a concept it was publicly articulated at the very top of the federal educational bureaucracy. The call to arms orginated in Washington. The career education movement emerged as a loosely defined idea which was vigorously publicized by national leaders in education — both those officials inside the Office of Education and the traditional leadership from outside of the government (most of whom worked in Universities or National Research and Development Centers). Numerous articles were written by these national leaders and published in the professional journals. Textbook publishers carefully investigated the market potential for career education, while the federal government poured substantial amounts of money into large scale research and development efforts.

The modus operandi of career education development was the pilot project. Pilot projects sprang up in numerous local school districts. Fueled by federal dollars and sparked by the entrepreneur instincts of aggressive grantsmen these pilot efforts sought to operationally define career education. In the midst of these pilot projects, the federal government sponsored four national models — school based, community based, residential based, and employer based. These latter endeavors presumably were expected to produce mountains of consumable career education hardware (books, lessons, implementation models, films) while simultaneously providing a certain degree of classical research discipline to the career education movement. This flury of activity created a great national debate about career education but did little to affect the mainstream of American public education. As long as the federal officials talked optimistically about career education and were willing to put federal dollars behind it, those risk takers in the education business were willing to hop on the career education band wagon. In this atmosphere of vague experimentation, the *Career Education Movement*, took on the many characteristics of the political climate which had initiated it. There was much Madison avenue promotion and a little genuine experimentation. The results of all these experiments were fragmented and scattered throughout the myriad of pilot projects. With no clear-cut definition or goals, the project evaluations were little more than historical records. Since no one had bothered to define career education, everyone defined it in any manner that suited the perceived conditions of the moment.

The States' Role

Departments of Public Instruction and State Legislatures played a "wait and see" role. They were gate keepers. They helped to identify eager local school districts to participate in federally funded career education pilot projects. Occasionally, depending on how the local educational hierarchy felt about career education, the state agencies would divert other federal funds traditionaly provided for research and demonstration in Vocational Education and over which the states had discretionary authority, into additional career education pilot project sites.

The Locals' Role

For the vast majority of local school districts, career education remained something that administrators read about in the *Phi Delta Kappan* while teachers and counselors discussed its pros and cons in the faculty lounge. Only the few selected local districts which happened to be the recipients of the special career education project grants were directly affected. Even in these local educational agencies, not more than a handful of teachers and classrooms were involved in career education. This vanguard of change was manned by a small group of local educators who were made available for career education because the local educational agencies had received a special project grant to finance this innovation effort.

Tradition

This period of the career education movement was characterized by:

1. Widely diverse interpretations as to what constituted career education. There were no specific definitions and even within a single career education project one could find individuals who would differ as to how much career education was aimed at work orientation versus life orientation.

2. A project mode for development, i.e. career was something experimental which involved only a fraction of any local school district's faculty, students and classrooms. Career education was an activity that was carried on apart from the mainstream of public education, i.e. an alternate to the traditional school curriculum as opposed to a substitute for traditional education.

3. A reliance on the recognized. The federal career education initiative ran out of gas. These were the consultants for the national models, the writers of career education books, the prescribers of career education models and methods for the research and development efforts.

Transition

Then about 1973, a major shift occurred. The federal career education initiative ran out of gas. The amounts of federal funds available for career education began to dwindle. The national R&D projects, once filled with such promise, failed to produce any clear-cut formula for operationalizing career education. Many people thought that as the federal government's role diminished career education would simply fade away and that would be that. But career education ironically had struck a popular nerve. All the assumptions about people's felt needs for educational reform had indeed awakened grassroot support for career education. This local support for the career education concept began to kindle a rebirth in the career education movement.

Local districts took the initiative and began to put pressure on state agencies. State government was asked to fill in the gap created by the federal government's withdrawal. In many states, Michigan, Florida, Oregon, Louisiana and Arizona, state leaders began to respond to these local demands. State agencies are now taking a leadership role in career education. They are consolidating and promoting career education implementation. Several states have enacted laws establishing career education as an integrated thrust within education. Other states are providing state funds to implement career education. In these states, the local districts are seriously reexamining their priorities. Because of the positive response of state governments, may previously uninvolved local educational agencies are now viewing career education as a new opportunity to regain public confidence and community support.

The federal government in the meantime has regrouped. The federal government now plays a role of indirect support. They supply funds through the states and are helping states and local educational agencies do *their* thing in career education. The Feds are like the good grandfather, who helps but doesn't dominate.

This new stage of career education is characterized by:

1. A greater specification as to what career education is and what it isn't.

2. The implementation of career education as an across the board integrated part of the total school program instead of an adjunct experiment.

3. The heavy reliance on local school district expertise aided by financial support from state Departments of Education.

4. An emergency of state level leadership to coordinate the implementation of career education across *all* districts within the state.

5. A turning away from the old sources of career education leadership. No longer are the schools of education at the universities nor the federal bureaucracy looked to by local educational agencies as being *the* source of expertise and advice in career education. In fact many local educational agencies see the teacher educators as being out of touch or disinterested with the realities they face in implementing career education.

The Challenge for Teacher Education

Because of this shift, several direct consequences are likely to impact teacher educators.

1. Teacher educators will find themselves isolated from the new career education movement. There are often no well established lines of communication between State Departments of Education and the teacher education institutions. This is particularly true as these relationships affect the people who are now leading career education at the state level.

2. There is a credibility gap on the part of the teacher educators vis-a-vis local educational agencies. The local district people see the ivory tower teacher educators as being out of time with the new needs that are found within local educational agencies. The teacher educators once looked to as prize consultants are now seen by many local educational agencies as representing a poor investment for in-service dollars.

3. There is a lower teacher

replacement rate. This puts a greater emphasis on the in-service needs of a state system relative to the pre-service needs. Most teacher education universities aren't geared up to meet the in-service needs of career education. Too often universities chose to ignore the in-service demands as being too much trouble or not their mission. These universities forget that the pre-service changes required for career education can only be identified as field experience, i.e. in-service contact.

4. The local districts are convinced they know best. If state legislatures are going to provide state funds for career education personnel development, local educational agencies should be the recipients. The local educational agencies are now vigorously competing with universities for dollars for both teacher training and R&D as these relate to career education. Some people have proposed teacher centers run by local educational agencies might replace colleges of education or at least provide an alternative method for credentialling future teachers.

What Difference Does It Make Anyway?

The importance of these trends if they go unchecked is:

1. Teacher educators as responsible professionals have the desire to influence the future of their field — public schools. Most want to perceive themselves as being where the action is. Yet, today teacher educators are in real danger of becoming strictly back burner and irrelevant. Career education is going to be the dominant thrust in American public schools during this decade and as things stand now, teacher educators will have very little influence over how career education develops. Not since the colleges of education succeeded in replacing the county normal schools have universities been in the unpleasant position of being educational reactionaries watching passively from the sidelines while local educational agencies and State Departments of Public Instruction run the revolution.

2. The growth of locally run career education in-service programs eventually poses a threat to the current monopoly of colleges of education on teacher preparation and credentialling. Once the local educational agencies and the teacher associations discover that they know more than the universities about what a new teacher needs to know, then they will want locally run teacher centers financed with state revenue. These teacher centers could rival or replace teacher education colleges. At the very least, they would compete for the same limited state revenues now exclusively diverted into colleges of education.

3. State Departments of Education will compare with colleges for limited research and development dollars, as colleges and universities appear less able to handle the professional development needs of American education more people are going to question the wisdom of financing research in institutions so remote to the felt needs of schools.

4. As teacher grads continue to exceed job opening — as predicted for rest of this decade and the next — prospective college students will tend to choose only those universities that can readily place their grads in jobs. If career education becomes the program and the delivery at the local school district level, then any new employee will have to know career education to compete. If certain colleges don't modify their pre-service in order to meet these local educational agency programmatic changes, then many prospective teachers (students) will gravitate toward those few enlightened institutions which offer graduates a job in these hard times. In an era of faculty retrenchment, dropping student enrollments and tight budgets, this consequence could

spell disaster for some individuals and some institutions.

Time to Act is Now

The future is still fluid. Certainly many areas of the country will take different courses than those that I have outlined in this talk. The time for choosing sides, however is now. In Michigan, for example, we in the State Department of Education have consciously offered our teacher educators the opportunity to join the State Department of Education and the 539 local school districts of our state in shaping career education implementation. We have asked our universities to join us in a Career Education Consortium. Through the work of this consortium, teacher educators are able to work directly with the local educational agencies as these local schools struggle to initiate career education. The consortium helps the Michigan Department of Education to test out and develop new career education teaching skills which can then be immediately implemented in the career education in-service programs of our local educational agencies. The consortium provides in-service programs to local educational agencies on a fee for service basis. The consortium has helped the Michigan Department of Education to develop and deliver special packaged in-service programs related to basic career education implementation skills. These experiences filter quickly into the preservice courses of our colleges of education. Members of the consortium have cadres of committed faculty on each campus. These faculty members not only supply the manpower to conduct the activities I have described but they act as change agents within the university. These career education cadre help to promote the career education concept throughout the whole of Michigan Higher Education.

It is not the only way, but it is one way to allow teacher educators to remain at the cutting edge. If you have been iced out of career education, now is the time to cut back in. The consortium idea is one vehicle which can be used to keep teacher educators in touch with career education.

Career Education In The Local Schools

Sylvia Anderson

Weatherford Public Schools
Weatherford, Texas

Project RACE, a federally funded project encompassing grades K-12, is in its second year of operation. I work specifically with the high school, grades 9-12, in the Exploratory and Employability Skills Component. The Weatherford High School student body is composed of 1,100 students, 200 of whom are seniors. The teacher ratio is 75.

Three staff members are actively engaged in Career Education in the High School. They are as follows:

1. *Director of Placement and Follow-Up* (on a 12 month contract) His duties consist of:

A. Finding part as well as full time jobs for in and out of school youth

B. Conducting a five-year follow-up on seniors beginning with the 1972-73 school year

C. Sponsoring Career Day each year. Seniors desiring permanent full time employment are interviewed by prospective employers.

Problem: There are not enough jobs in Weatherford, as many are taken by Vocational Co-op programs.

2. *Career Counselor* (on all 11 month contract)

A. Conducts group sessions in high school classes (deals with values clarification to a great extent)

B. Set up a Career Corner in main school building where students may freely browse and utilize a variety of materials and media

C. Conduct all career testing for high school

Problems: Too much of counselor's time is taken with scheduling, not allowing adequate time to counsel with students. Also the Career Corner has not been utilized to as great a degree as he had anticipated. Hopefully, it will grow in popularity the 1975-76 school year.

3. *Exploration & Employability Skills Teacher* (on a 10 month contract)

A. Orders and previews materials suitable for each course of study. A list of available career materials is given to each teacher at the beginning of the school year

B. Aids teachers in curriculum infusion. Assistance is given to teachers in planning units to fit their particular need. This year each of the sophomore English teachers has written a unit and successfully completed it.

C. Secures resource speakers and plans study tours in conjunction with curriculum work. The day following the tour, students evaluate study tours on forms prepared by the career Education office, in class. This instrument was devised to measure the effectiveness of each tour.

D. Teaches a Mini Course on Employability Skills *only to seniors* prior to Career Day on April 22, 1975. Covers one week time period. Students utilize their resumes on Career Day.

E. Will participate in Tarrant County Career Fair on April 22, 1975. This is the first fair of its kind to be held in the State of Texas. Seven students who have actively participated in the Exploratory Program will give talks on their career observations.

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*The High School is not presently writing curriculum guides for the teachers, but hopefully we will be able to do so in the next two years.

F. Publishes monthly newsletter which is a compilation of career activities of the teachers in the Weatherford Independent School District.

G. Exploratory Program implemented for graduating seniors. At the first senior class meeting, I introduced the program, and interested students picked up applications and parental permission sheets. When these two forms are completed and returned to me, I then proceed to set up an appointment with a person employed in their career interest field. Time of observation may run from one hour to a day. Students are allowed to observe as many times as are agreeable to their teachers and the school administration. On the day of observation or "shadowing experience" the student takes a form with him/her which must be signed by the employer. On this form, the student also indicates his reaction to this day.

The program has been a success thus far, with approximately 60 students participating. Hopefully, before the school year ends, at least 100 will have taken advantage of the program. Many contacts are made with the seniors to interest them in the program other than just in the class meeting.

Problems

1. Finding suitable time and place for Mini Course. Teacher attitude is sometimes not the best, and some have indicated there is no time in their curriculum for such a course as this to be taught.

2. Changing attitudes toward career education.

3. Need more time for selling Career Education at beginning of year.

In conclusion, a slide presentation depicting senior high school student Kathy Pickering on her day of observation at the Carter Blood Center, Fort Worth, Texas was shown as an example of the Exploratory Program.

Career Education In The Local Schools

Mary Murrell
Weatherford Public School
Weatherford, Texas

Weatherford is located in the Dallas-Fort Worth Metroplex and approximately 50% of its working population commutes to jobs outside of the city and county. The population of Weatherford is aproximately 12,000. The county contains little, if any, industry and is basically agrarian — fruit farms, dairies, ranches.

The Weatherford Independent School District consists of four elementary schools, one middle school and one high school. The student population is approximately 3,720. There are a total of 228 professional staff members.

Career Education began in Weatherford in September of 1971 with a pilot project sponsored by the Texas Education Agency. In 1972, a county wide program was begun. In 1973, Project RACE (Researched Activities in Career Education) got its start under the funding of the United States Office of Education. This funding is to be renewed yearly for three consecutive years. Career Education personnel includes a project director, a placement and follow-up officer, an exploratory and employability skills teacher for grades nine through twelve, a high school counselor, two investigation teachers for the eighth grade, an elementary awareness coordinator for grades Kindergarten through five, and an awarenes coordinator for grades Kindergarten through seven.

Creating an awareness of self and the working world is the first of three steps in Career Education programs. The other steps are investigation and exploration. As awareness coordinator for grades Kindergarten through seven, it is my responsibility to provide Career Education services to the teachers of our four elementary schools and grades six and seven at the middle school. I work directly with the teachers to provide them with the support, materials and ideas necessary to achieve the goals set forth in the Project RACE proposal. These goals include helping students develop positive self images and realistic attitudes toward personal aptitudes, skills, interests, and personality traits; helping students understand the relationship which exists between education and career opportunities; and helping students understand both the working world and their attitudes toward it.

These objectives are being achieved through a developmental program based on a series of twenty-two concepts graduated according to difficulty. These are introduced at various grade levels and are continually reinforced.

Last summer a team of fourteen Weatherford Independent School District teachers developed a set of Career Education Curriculum Guides designed to implement these concepts into regular classroom activities. These guides are being field tested by Weatherford Independent School District and Parker County teachers this school year. During the summer of 1975, the guides will be revised and reprinted. One set of these guides is available for your examination.

The guides encourage that Career Education not become an added course, but that it be used in every part of the existing curriculum to help make learning experiences more meaningful and relevant. This has been one of the most difficult obstacles to overcome in our project.

Many teachers want to make Career Education a separate subject. Many do not realize that the majority of these concepts and activities are not really new but are actually things that they, as innovative teachers, have been using regularly in their classrooms. The only difference is a slight shift of emphasis and a great deal of encouragement and help.

These same teachers vary in their acceptance of a Career Education coordinator. Weatherford does not have supervisory personnel or coordinaors. Many teachers resent my mobility and lack of student responsibility. Many do not realize that these jobs have their own problems and responsibilities. Some have been slow to see the worth or need of Career Education implementation as well as to realize how much of it they are presently using. Those who have tried it have been sincerely satisfied with the results in their classroom. Those who have used my services have found that it is quite convenient to have someone to make plans and do the "leg work" for them.

Because of our funding, it has been possible to acquire a large variety of materials such as filmstrips, tapes, books, pamphlets, simulation games and other commercially prepared items. Many of these have been purchased for each school. Other items are in a centrally located place and may be checked out by individual teachers. Each school is being encouraged to create a Career Education corner in its library for use by both students and teachers.

Many individual teachers have used their ingenuity to make Career Education learning centers within their own classroom. They use puzzles, games, filmstrips, books, tapes, puppets, and any other materials acceptable to their specific grade level. Students enjoy reading career books, listening to tapes and viewing filmstrips on their own. They find the Career Education materials interesting and will use them if given the opportunity.

Parent and community involvement are also popular methods of approach. Some teachers invite parents to come to their child's classroom to tell what they do. They are encouraged to bring tools of their trade and to dress as they would on their job. No one is excluded. Many excellent talks have been given and discussions initiated by everyone from lawyers to homemakers. Other parents become involved through projects which require parental assistance. A great amount of student pride and motivation has been generated by these activities.

Community involvement has been achieved through requests for their assistance in helping students learn about specific occupations in our immediate area. Some of these people come to the schools to make presentations in classrooms or to talk with students individually. Others take students through their places of business and explain what is happening. Both parental and community support and involvement are necessary to the success of the program.

These people are extremely anxious to help and really become involved. Only one time in two years have I been turned down by anyone. Usually, if they cannot provide the types of activities desired or comply with requests, they will suggest alternatives. They are always interested in doing what will be most meaningful and beneficial for the students. Their aid in planning is extremely helpful because I often am not fully aware or sufficiently knowledgeable to make the most meaningful or realistic plans.

The eithth grade Occupational Orientation class is an investigation program taught in a regular classroom by two teachers for ninety minutes a day during one quarter. The length of the class period is essential to provide sufficient time for successful study tours. It also provides time for pro and post learning experiences for speakers and films. There are other advantages and of course disadvantages to the length of time. The classroom contains its own resource library and media equipment. It is not large enough to provide space for many desirable activities. Sometimes student numbers become too large.

This course included seventeen units of study. First an introductory unit of self awareness is taught. Because of the importance of this unit more time is spent on it than on other areas. During this unit students complete personality and interest inventories; skill, aptitude and ability surveys; preference tests; and other questionnaires. Following the awareness unit, the fifteen career fields created by USOE are covered individually. A broad coverage is given each field, but each student is given an oportunity to make indepth studies in areas of specific interest.

One of the biggest problems in achieving cooperation and implementation seems to be that of communication. Adequate communication between administration, teachers and Career Education personnel cannot be achieved without frequent meetings in small groups. Grade level meetings seem to be the most successful method of maintaining communication with teachers. When teachers understand exactly why they have been asked to do something and how it needs to be done, they are usually very cooperative. It is often thought that administrators are not essential to the planning and implementing of Career Education activities within their school systems. After signing the necessary papers, it is only necessary for them to observe the results. Success will not occur unless administrators are actively involved in planning, training and implementing. Their active support is a necessity.

Another problem is change. Most teachers have not had the benefit of sufficient training in the methods and uses of modern Career Education practices. Until they have had this training and become comfortable with these Career Education methods, it is much easier for them to omit these ideas and concepts for everyday activities than it is to use them. Adequate teacher training is a must for our future success in Career Education.

Career Education is not teaching different things; it is teaching differently. Every teacher of every subject in every school can relate school and its subject matter to life and one's future.

Career Education is a new, relevant approach to the old routine of teaching. It is a process by which children learn to understand themselves, to face tasks with confidence, and begin to understand the meaning and responsibility of the World of Work.

Implementing Career Education In The Des Moines Community Schools

Richard Gabriel
Avon Crawford
Des Moines Public Schools
Des Moines, Iowa

Approximately four (4) to six (6) years ago the students, their parents and employers in the Des Moines school district expressed a concern that the educational curriculum in the Des Moines school should more adequately prepare students for their role in society, specifically as it relates to the students' career choice.

In 1971 a general advisory committee for career education was established and in their first report to the Board of Education in June 1972 they defined career education. The Board adopted the following definition of career education.

"Career education is a curriculum designed to give every youngster a genuine choice, as well as the intellectual and occupational skills necessary to back it up. Career education is not merely a substitute for "Vocational Education", or "General Education," or "College-Preparatory Education." Rather, it is a blending of all three into an entirely new curriculum. The fundamental concept of career education is that all educational experiences—curriculum instruction, and counseling—should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work."

For the past three (3) years the Des Moines schools have been using this definition for career education.

The career education model developed by the USOE was adopted along with the USOE's fifteen occupational clusters. It was decided that the fifteen occupational clusters would provide a basis for the articulation of career education in grades K-12. A master plan was developed for implementing a comprehensive program of career education. District wide that would involve approximately seven (7) years of planning and implementation.

Career education in the Des Moines district got under way in 1972-73 with a pilot program in nine (9) elementary schools. After one year of operation teachers from these nine schools developed a career education handbook for elementary schools and planned a workshop for teachers from nineteen (19) additional elementary schools that volunteered to become involved in career education during the 1973-74 school year.

In the spring of 1973 the Des Moines schools submitted a proposal to the USOE for Part D funds from the 1968 Vocational Education Act to more adequately fund career education in Des Moines. The proposal was approved thus allowing the schools to plan and implement career education district wide in three (3) years.

During 1974-75 fifteen (15) additional elementary schools volunteered to implement career education in their building. The remaining elementary schools will become involved in career education during 1975-76.

The three goals of career education at the elementary level are Career Awareness, Self-Awareness and Awareness of Others. The Career Awareness phase explores the many varied careers that can be found within each of the USOE 15 occupational clusters.

Self-Awareness focuses on developing positive feelings about themselves. Students explore their physical traits, interests, abilities and aptitudes. They learn how to handle emotions such as anger and frustration. Each child is valued for his/her own uniqueness.

Awareness of others helps children to find out how they can best relate to other people and to society in general. The interdependency of workers is emphasized as well as personal relationships.

Career education is infused into the curriculum and is not treated as a separate subject.

Implementary involves the use of community resource people. Parents as well as people involved in businesses and industries visit classrooms to discuss their careers.

Field trips are used to gain a better understanding of all careers that are involved in an enterprise. In the past, students were interested in viewing the production of a product such as a quart of milk. With career education students now are aware of the many careers that are involved in producing a quart of milk.

Careers are also studied by using simulation games and puzzles. An assembly line in a classroom to manufacture a product to be sold, acquaints students with a variety of careers in industry and business. The writing and producing of class plays, aids in the understanding of careers that have been studied.

Careers are not introduced as being either male or female. Instead careers are studies in relationship to a child's physical and mental abilities as well as interests.

Our pre-service activities include a 3 day workshop for new schools entering the project each fall, with one from each grade level, and the principal attending the workshop. They develop a plan to inform the total building staff of the career education goals and implementation procedures.

In-service activities include individual building workshops held on a request basis throughout the school year. Special sessions on career education are planned for district in-service days.

Teacher made classroom games and activities for Self-Awareness and Career Awareness are designed and developed during staff development courses.

These games and activities are then shared with teachers throughout the district. Efforts are being made to work with Drake University in establishing in-service and pre-service activities in career education.

Business Education Alliances are formed between interested elementary schools and businesses. A school and a business are teamed up to work together in any way that is beneficial to each.

Junior High

Career education at the junior high level has been planned and implemented on the broad philosophy of the middle school. Various subject area junior high teachers during the summer of 1973 developed curriculum materials in six (6) occupational clusters with teachers developing materials in four (4) additional clusters during the summer of 1974.

1973
Communication and Media
Environment
Hospitality and Recreation
Marketing and Distribution
Public Service
Transportation

1974
Business and Office
Fine Arts and Humanities
Consumer and Home Economics
Health

Nine schools volunteered to field test a minimum of four (4) occupational clusters based on the interests of their students for the 1974-75 school year. The materials field tested this past school year will be revised during the summer of 1975. Another goal of career education at the junior high level besides Career Exploration is assisting students to recognize the need for some type of valve system plus the need for establishing both short and long range goals.

Work experience programs for students that can best profit from this type of career experience is available for students in three (3) junior highs. Some work experience is also obtained by the student through their voluntarily signing up for a program called Rent-a-Kid. In this program home owners may call the Career Placement Center for student assistance in mowing lawns, painting fences etc.

Career Information Centers are also planned and implemented at the junior high level. These centers house career information for students to utilize on their own and by assignment for various subject area teachers.

Busines education alliance programs are also active at the junior high level with the businesses and schools developing unique educational activities for students in career education, basic skills, community service and adult education programs including career supplemental and recreation activities.

Because of heavy community involvement with career education at the junior high level various community and business organizations have assisted in implementing career education at this level. This assistance ranges from helping schools in scheduling field trips and resource speakers, donating equipment and materials, to special events such as a state wide Career Day in Des Moines called "Career Expo."

Senior High

At the senior high level the initial planning for career education has taken place in two senior highs during the 1974-75 school year. During the summer of 1975 curriculum materials will be developed by several teachers from these schools on an inter-department and interdisciplinary approach. These materials will also be developed on a scope and sequence basis in sub-clusters of the fifteen occupational clusters based on the interests of the students in these two schools.

New vocational and career education programs have been implemented in Des Moines in the following areas:

1. Practical Nursing
2. Agri-Business
3. High School Executive Internship

Guidelines for developing and operating vocational youth organizations were written by advisors from the various youth organizations active in Des Moines during the summer of 1974. It is planned that these guidelines will assist vocational teachers in becoming more active in the development and operation of youth organizations.

Career Information Centers have also been established at the high school level with an expansion of the objectives found at the junior high centers.

The Business Education Alliance Program is active in several of the Des Moines High Schools with the same basic overall objectives that are found at the elementary and junior high levels.

Career Placement of a full and part-time nature plays an important part for senior high students leaving or graduating from high school. The placement activities are available for those students desiring assistance in locating employment, continuing their education, or entering the armed services.

Challenging exams have and are continuing to be developed in various career educational programs by instructors from the Des Moines Community College and the Des Moines schools. These exams if passed by the Des Moines students would allow them the following options if they choose to continue their education.

1. Complete their post secondary program early
2. Take a higher course load at the community college and work if needed
3. Take additional electives and possibly complete both the Associate

of Applied Arts and Associate of Applied Science degrees.

Summary

In summary the following strengths appear to have a positive effect on the growth and implementation of career education in the Des Moines schools:

- A very active General Advisory Committee for career education
- The broad comprehensive approach to the development and implementation of career education.
- The diversity of involvement of the total community with career education.
- The curriculum materials and in-service activities being planned, developed and implemented by Des Moines teachers.
- The involvement of the various subject area supervisors in the Central Office in the planning and implementation of career education K-12.
- The utilization of the cluster concept which allows the schools a basis for articulating career education at the various levels, elementary, junior high and senior high as well as within each building.

We apologize that in the time allotted for this presentation it is difficult to fully relate to you the many facets and activities of career education in Des Moines. We have attempted to identify several broad areas but we also have several specific programs and activities at all levels that because of time we are unable to share with you.

If you would like additional information, please feel free to contact us. Thank you.

Career Education In Montgomery County

Paul J. Manchak

Montgomery County Public School
Rockford, Maryland

Traditionally viewed by many as a comfortably vague concept good for somebody else, career education is shaking that image with strong endorsement by the federal government and support from numerous educational groups, agencies, and organizations. In Montgomery County it has developed into a plan of action that before long will permeate the entire K-12 curriculum. Career education is a coordinated program effort to help students learn about themselves, about work in society and how to use this knowledge to ultimately make decisions about careers that will be personally satisfying and benefit society.

There are three major reasons for having career education in the Montgomery County Schools:

- To help all students learn about their interests, abilities, values, and aspirations
- To help all students become aware of and appreciate the various occupations open to them
- To provide students opportunities to investigate those occupations in which they have an interest and provide information, experiences, guidance to help students select courses that will prepare them for employment, additional training and/or additional education after graduation

What's this mean for students and teachers?

In general, it means that career awareness, orientation, exploration, specialization, and preparation is being worked into the regular curriculum in the following manner:

Grades K-6 emphasize career awareness and orientation through use of resource persons, field trips, and various classroom activities. The idea is for students to become familiar with sights and sounds of the working world, to recognize how different occupations contribute to the economy, to learn how people are dependent on each other in our society, to develop standards of excellence, and to learn the pleasure of good workmanship. A re-design of the entire elementary curriculum will incorporate career education as one of its basic elements.

Grade 7-9 stress career orientation and exploration, using school and community facilities as laboratories for learning more about the structure of business, industry, and the professions. Teachers in different subject areas help students explore the "clusters" of occupations that are related to the subjects they're teaching. Each cluster includes the more specific jobs that go together to make up that particular field of work. Students learn to think about career decisions based on rational choice rather than haphazard guess, and to choose among alternatives on the basis of their own values, interests, aptitudes, and capabilities.

Grade 10-12 concentrate on career exploration and specialization, with students selecting a specific cluster of courses to delve into more thoroughly. For example a ninth grader choosing the cluster on exploring business careers, takes a series of units in typing, data processing, basic accounting, etc., before deciding to specialize in one area in the tenth through twelfth grades. This benefits all students—those who will seek a job right after high school, those who will pursue specialized training and those who will go on to college. Eight occupational clusters now exist or are being developed within the business education category, six in cooperative education, three in home economics, and 24 in industrial education.

High school students also elect many semester or hour courses to pursue particular vocational or avocational interests without going into a full career specialization program.

Career Information Centers manned by career information technicians are now in nine of MCPS's 22 high schools and 7 high schools have career education teacher advisors representing different subject areas. These teacher advisors arrange internships, seminars, and other opportunities for students to explore career opportunities.

Since career development is one of the MCPS goals of education there has been a concerted effort to involve all schools, kindergarten through twelfth grade. More than 100 elementary schools, all junior high schools, and 12 high schools currently have some aspect of career education underway. Extensive in-service training of staff and resource support to local schools has been provided so that career education will be implemented in all MCPS schools by 1980.

Fifteen clusters, or families of occupations represent a full range of career opportunities and will be related to subject matter by teacher wherever appropriate. In both school and community, students learn about occupational areas of interest to them. Counselors, teachers, and career specialists help students apply what they have learned about themselves as they study occupations, matching interests, aptitudes, etc., to careers. Additionally, students continue career exploration and specialization into the senior high school where intern and on-the-job experiences become available as well as over 40 vocational or specialized programs from which they can choose.

To support career education the following has been accomplished:

Development of the following curriculum support materials:

- Two career education video tapes and kinescopes
- Brochure—All You Wanted to Know About Career Education
- Newsletter Career Education Cues and News
- Career Education Course Guides in Health Occupations; Business Education
- Special Materials in Foreign Language—German, Spanish, and French; Home Economics; and Industrial Education; Elementary Social Studies Units

In-service training for:

- Elementary and junior high staff through formal staff development courses offered fall, spring, and summer
- Two in-service workshop days for all middle and junior high teams consisting of administrator, counselor, librarian, and teachers
- Summer workshops for teams for many high schools
- Administrative and supervisory staff in-service training

A projected date of 1980 has been set for completion of the refocusing of career education into subject areas and the development of curriculum in specialized clusters.

Emphasis this year has been on:

1. Formally surveying all elementary schools to determine where they are in the career education effort and where they need to go to meet objectives.

2. Providing for teachers, in cooperation with the Department of Media and Technology, an organized display of local and commercial materials that will support career education in each subject area at elementary and secondary level.

3. Monitoring all junior high and seven senior high career education programs through career education steering committee.

4. Providing leadership and coordination for in-service courses in career education at the elementary and secondary level.

5. Working with areas to carry out local career education in-service days (pending budget approval).

6. Continued development of curriculum materials to support career education program implementation as projected in six-year plan.

7. Disseminating information to community and gaining community input from Citizen's Advisory Committee for Career Education.

As a result of career education, students will be able to make more realistic career decisions. Through career education, all students upon graduation should be prepared for one of three options:

- Immediate job placement
- Additional vocational-technical or apprenticeship training
- College

Career Education In The Local Schools

William S. Konopnicki
Thatcher, Arizona 85552

The subject of interest today is Career Education and the implementing Career Education will have on teacher education programs. John Looke once said, "Actions of men are the best interpreters of their thoughts." This idea is true in education and it is especially true regarding Career Education. There is a lot of talk about Career Education, but little action.

No matter what you are doing in Career Education, there are several things that come to light when you read and listen to what people are saying about Career Education. Here are some examples of things that they are saying: "A program that is distinct from others that you sign up for; education itself; a revolution that will reform the entire education enterprise; a vehicle for making teaching and learning more interesting; a process that is on-going that never ends; nothing new at all, we have been doing it already; a new label for vocational education; an activity that is of short duration; a well kept secret in Washington; a track for students with particular needs, interest, and abilities, a blend of the best practices in vocational education, college prep, general education, and counseling and guidance; a unit of study; an approach that is entirely different from what we do; a political ploy, plot, platitude, a gimmick or fad; an avenue for reaching and motivating the students; learning to live; a new method to make education relevant. Some of you agree with some of these statements and disagreed with others. This has been one of the problems in Career Education. Too many opinions with no direction:

There has been a lot of talk about a definition for Career Education. The United States Office of Education has defined Career Education, but it has not been accepted by all. In Arizona we define Career Education as: It combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes the awareness of the world of work, broad exploration of occupations, indepth exploration of selected clusters, and career preparation for all students. This calls for the basic education subject to incorporate Career Education as an activity. To debate the definition of Career Education would serve no practical purpose, but this definition is offered as a basis from which I work.

Tri-County Career Education Project

The Tri-County Career Education Project is a consortium of 32 elementary and secondary school districts and Eastern Arizona College, (a community college) in the eastern part of Arizona. The project is currently working on seven goals. These are:

To provide in-service training for teachers-counselors and administrators.

2. To provide career testing and counseling to students.

3. To implement the Career Education concept by providing local educational agencies with technical assistance.

4. To conduct a follow-up of

graduating seniors to determine what impact the project may or may not have.

5. To provide media to local educational agencies.

6. To field test units of instructions relating to Career Education.

7. To implement field tested units relating to Career Education.

The focus of this presentation is with the Tri-County Career Education Project and what it is doing for local educational agencies. To better understand the current status of Career Education in the project and Arizona, let's explore their strengths and weaknesses.

In the Tri-County Career Education Project there are three kinds of teachers. The first group are those who got on the band wagon right away and wanted to include Career Education in their classes immediately. They represent approximately one-third of the teachers. The second group are those who wanted to see what happened to the first teachers. They wanted to be sure that Career Education wasn't just a passing fad and that there was something really happening in Career Education. They represent approximately one-third of the teachers. The third group are those who nothing will move them, unless the superintendent does something to force them to become involved. They represent approximately one-third of the teachers.

There are many strengths of the project and a few are offered. Involvement with teachers is the project's greatest strength. The project has provided in-service training for teachers to help them develop and implement the concept of Career Education. This in-service training has been in cooperation with Arizona State University. This has been a very successful association.

The second strength of the project has been the consultation service to teachers. Teachers are provided consultation to help them implement Career Education in their classrooms. These include different methodologies that might be used, finding media, and technical assistance to name just a few.

The third strength of the project is the media center which has various items which teachers can check out. These media items help the Career Education concept.

The fourth strength of the project is the testing and guidance offered by the project. Our schools are not overly endowed with counselors, in fact, small schools may not have any. Teachers are trained in counseling techniques and on the appropriate use of tests.

The fifth strength of the project is the Career Exploration Lab. This is a used greyhound bus which has been revamped and equipped with "Hands-On-Activities". These are individual carrels with pictures and sound. Each student has the opportunity to complete job samples relating to various occupational clusters.

The sixth strength of the project is the field testing of Career Education and implementing these into the classroom.

The weaknesses of the project are, also, of value to this group. Without question, there is a need for training of new teachers. One problem in rural areas is the teacher turnover. As tenure teachers are replaced with younger teachers, there is a need for retraining.

There are too many teachers who don't know what is happening in Career Education. They don't have any idea of what Career Education is all about. The elementary school and the junior high have really adapted the Career Education concept. Our successes in high school have not been as successful as we would like. The high school teachers tend to be more discipline oriented and have a difficult time relating to the concept of Career Education. The Career Education Project has made some inroads in the high school.

We have developed Career Education units by subject area. These have been well received by teachers.

The articulation of the Career Education concept, grades K through 14 and beyond, is an area of weakness. Teachers are unfamiliar with scope and sequence of curriculum. Having a coordinated effect at all levels is important. We have not achieved this as of yet.

Activities Developed For Career Education

Several kinds of activities have been developed which have helped implement the Career Education concept. We have developed a series of units, grades K to 6 and by subject area ingrades 7 through 12. These were done in cooperation with teachers in various workshops. These units were field tested in classrooms, then were revised. Several of these units are excellent. The response from the units has been excellent. They are currently in the process of being revised. Several units are developed by subject area from grades 7 through 12. This has probably been the best single item developed. It has involved teachers in the secondary schools, helping them identify with the Career Education concept.

Items that have been developed by the Department of Education which have been most useful to us include the Career Education Matrix. The matrix is divided into elements and themes. The elements include: Career Awareness, Self Awareness, Appreciation and Attitudes, Decision Making Skills, Economic Awareness, Skill Awareness Employability, and Education Awareness. Teachers have had some difficulty recognizing that there are other aspects to Career Education. It is fairly easy for teachers to identify with career awareness, but when we asked them to identify with other themes it becomes more difficult. The matrix has been an excellent tool for helping teachers identify with the various elements of Career Education.

Some other brochures which have been developed to serve needs are: "Career Education Parent and Community Involvement—Is The Key To Success". This is available for distribution to the general public. It has been informative and helpful to parents. "The Resource Speaker Guide" has been helpful when guest speakers come into the school. One of the problems is, what does a physician say to a kindergarten class about his job. This brochure answers the questions as to what kinds of information students are interested in by grade levels.

Problems Overcome

The biggest problem is getting people to accept the Career Education concept. It seems that everybody has their own idea of what Career Education is. One of the most difficult things is people are still confusing Vocational and Career Education. People have difficulty realizing that it's a methodology and not a program. Another problem is getting teachers to realize that Career Education involves many concepts. These concepts include decision making, economic awareness, self awareness and career awareness. It is very difficult for teachers to recognize these are intregal parts of Career Education.

Another area is the involvement of secondary teachers. They are departmentalized and have a tendency to think of Career Education at the secondary level as vocational courses. Some inroads have been made in the secondary schools.

Administrative understanding of what Career Education is, was another problem. Lots of administrators support the Career Education concept. They accept the definition and like what is happening in their school, but when it comes to implementation, the easy thing to do is to add another course, rather than really integrating Career Education into their total curriculum. Administrators have had difficulty understanding that Career Education involves all their teachers and all subjects.

Another problem is community understanding of Career Education. Parents were a little reluctant, until they understood Career Education. Some reactions were: "I do not want my kindergarten to make a career choice, etc." They didn't understand the three phases of Career Education: Awareness, Exploration, and Preparation. Parents have been involved in the implementation of Career Education. They have served as resource people, served on advisory committees, participated in some of the Career Education activities, and are involved in the Career Education field tested units.

Businessmen have been a very important aspect of the Career Education Project. In a rural community there aren't many opportunities for career observation tours. Having businessmen in the schools has been most helpful. Businesses have provided more work experience for students. Traditionally these have been for vocational students, but we are beginning to branch out and provide these for students other than the discipline areas.

Another problem area is the relunctance of the universities to provide pre-service training. Good relations have been developed with the universities in Arizona, but pre-service training still isn't off the ground.

Probably the most difficult problem was the personnel changes. Many teachers didn't want to change, and a lot of new teachers wanted to change too fast. Then there are those teachers that wanted to look and see what Career Education was all about. But the teachers that made inroads in Career Education are those that are the real doers, who wanted to get something done.

Personnel Changes Required

Some teachers haven't really accepted the Career Education concept. One of the most difficult problems has been helping teachers to understand and implement Career Education. The in-service training of teachers has been very successful. Arizona State University has developed some of the materials that we've used.

In-service workshops in the development of materials for classroom use has been an important part of the project. The latest series of workshops have to deal with integrating Career Education into the curriculum. Specialized workshops have been well received, some examples are: How Do I Integrate Career Education Materials, What Media Is Available, How Do I Use The Testing Programs, How Do I Counsel Students About Career Choice Areas Such As—Creativity, Decision Making, and Economic Awareness. These workshops deal with different topics and are helping teachers understand the Career Education concept.

The Board of Education have had some interesting reactions to Career Education. They didn't understand what Career Education was all about, with tongue in cheek, they relunctantly let their teachers get involved. Getting teachers involved with the Career Education concept and having them implement it in their classrooms is where the great inroads have been made.

Students need a lot of help understanding what Career Education is all about. This is particularly true with minority students. A lot of these students are afraid that Career Education is trying to cast them into roles which they don't want to be cast.

The community members at large need help in understanding Career Education. Some people were reluctant, they were afraid of change and what Career Education was trying to do. Career Education has been called from a communist plot to the greatest thing that has ever happened in public schools. With that kind of range it's difficult to get support, but parents, community members, and businesses are interested in Career Education.

What Teacher-Educators Can Do

Let's review the goal of the conference, "Career Education, A Challenge For Our Times". From a local educational viewpoint there are several things which teacher educational institutions can do to help further the Career Education concept.

Pre-service teacher education must have a Career Education emphasis. The time for debate is over. The time for action is here. Teacher education intsitutions must begin providing their pre-service students with the understanding and capabilities to implement Career Education.

Counseling programs must have a Career Education emphasis. Counseling programs are behind the times, if counselors do not understand the Career Education concept and how to involve students in making meaningful career choices.

School administrators need both the pre-service and in-service training related to Career Education. If they are to be educational leaders in their schools and communities, they must understand Career Education and must be able to implement it in their schools.

There is a need for research and evaluation in Career Education. Evaluation instruments must be developed to measure the impact and effectiveness of Career Education. Universities and teacher education institutions certainly should be the leaders in this area.

Teacher education personnel must have first-hand experience with Career Education. There are too many philosophers and not enough practitioners when it comes to implementing the Career Education concept. Teacher education personnel must have first-hand experiences to fully understand the Career Education concept and the problems that local educational agencies face with its implementation.

There is a tremendous need for the development and dissemination of Career Education materials, these include media, tests, and instructional units to just mention a few.

There are several problem areas in which the local educational agencies need help to implement the Career Education concept.

1. There is a definite need to develop a delivery system for Career Education at the community college and adult levels.

2. There is a definite need for articulated programs K through 14 or K through retirement and beyond.

3. Evaluation instruments and systems must be developed to measure what impact Career Education is having.

4. There is a need for development of materials and skills to involve parents in Career Education.

5. There is a need for development of materials and skills to involve the business and the community in Career Education.

6. There is a need for the development of materials and skills in scope and sequencing of Career Education into the existing curriculums. "Career Education, a Challenge of Our Times", certainly is a fitting title for this conference. If teacher education institutions are to maintain their leadership role in education, they must also provide the leadership in Career Education and they must do it now. Career Education is truly a challenge of our time.

Career Education in Broward County

James E. Smith
Fort Lauderdale, Florida

Career Education is an attempt to make learning in all areas and at all levels realistic and relevant. Its fundamental concept is that such aspects of the educational experience as curriculum, instruction and counseling should be geared to helping each individual to appreciate the worth and dignity of work, to achieve economic independence, and to experience a sense of personal fulfillment.

Although the goals of Career Education match those of general education, a focusing of some or all of the present goals is in order. All goals must be made to relate to the central theme of careers, or the various ways in which people earn a living.

Based upon the idea that learning is continual and life-long, the new emphasis, Career Education, is appropriate for all students whether they be presently categorized as dropout, vocational, or college-bound. It ultimately enables all to exit formal educational experience at any level with employable and marketable skills as well as the back ground for and the option of re-entering.

Beginning at the elementary level with kindergarten children, Career Education focuses first upon awareness of the existence of varied clusters of careers. At the middle school level, it next focuses upon indepth exploration of self and three or more previously introduced career areas. At the high school level, Career Education emphasizes specialization and calls upon students to select one or two career areas for intensive and extensive exploration and training.

At all levels of Career Education, an interdisciplinary approach is employed. Language arts, mathematics, social studies, science, and other basic subjects are interrelated in order that the student learns at once the basics and their relationship to each other and to world of work. From the beginning, through units developed around career themes, students participate in a variety of activities which many involve "hands-on" experiences, field trips, resource people, shadowing, or part-time jobs.

Crucial to Career Education is the provision of a thorough system of guidance ad counseling concurrent with instruction and skill development. Students must be shown how to examine and evaluate their own aptitudes and interests in relation to career areas, and they must be equipped with decision-making skills for choosing career options, changing career directions, and establishing and charting a course for the realization of personal career goals. All must be readied for exit from formal schooling not only through preparation, but, perhaps more importantly, post-secondary specialization, or post-secondary baccalaureate programs.

Accomplishments in Three Years

Of 3.7 million young people who left formal education in the U.S. in 1970-71, nearly 2.5 million were inadequately prepared for a career. Of these, 850,000 were elementary and secondary school dropouts; many found school irrelevant. 750,000 were general curriculum high school graduates who did not attend college.

850,000 entered college in 1967, but did not complete the baccalaureate or an organized occupational program.

The program is in its third year with the Broward County school system. Progress has far exceeded anticipation. An ever increasing interest and involvement of both professional and lay communities is somewhat unbelieveable and extremely rewarding.

Year one in the project was basically a planning year. It was absolutely unnecessary to involve school-level personnel-administrators, teachers, guidance counselors, media and occupational specialists, students, and parents—in the planning process. Focus was primarily upon developing and trying out workable processes to: (1) involve educators—both district—and school level—students, business community, and parents in decision—making; (2) establish operational models for the elementary, middle, and high-school levels; (3) evolve a system for materials development, including establishment of a format for these materials; (4) facilitate transference of the Career Education concept to schools not involved in the original planning year; and (5) organize and make available the seemingly unending flow of public and commercial materials from throughout the state. Twenty schools —six elementary, eight middle, and and six high schools—participated, and, at each, the concept of school-level steering committees was tried. These committees set the direction for Career Education in their schools. A model for career awareness was developed at the elementary level, and a model for career explorations began to evolve at the middle school level.

During year two, twenty additional schools—eleven elementary, five middle, and four high schools—entered the project. School-level steering committees were the local unit for planning Career Education activities. To aid in the planning and implementation, a key school staff member was designated the school career coordinator and was paid a small supplement. The district-level steering committee redefined its role as an advisory body to recommend solutions to problems. District-level task committees and resource committees continued to operate. A middle-school model began to evolve. A system for organizing out-of-county materials by cluster and element (using the Ohio State elements was developed and implemented. Through the cooperative efforts of the Instructional Television Center, project and school staff members, students, parents, and other members of the business and industrial community, a film entitled, *Career Education in Broward County* was developed for use in public relations.

Suddenly the project is in the midst of year three. Forty-four schools have been added, bringing the total to eighty-four. The system for involvement of people is receiving even greater emphasis. Meetings focus upon techniques for achieving total school involvement in Career Education. Broward County school district's career Education efforts have verified processes that enable schools to become self-supporting and allow students—elementary, middle, and high school—to have a systematic set of experiences related to career awareness, career exploration, self-awareness and decision-making, career preparation, and placement and follow-up.

For the Future

The long-range objectives for the District Comprehensive Plan, 1975-1980, include the following objective: "Each student, upon exiting school, will exhibit at least one salable skill".

Salable skill is defined to mean:

1) The skill necessary to *perform* a selected entry-level job.

2) The employable skills necessary to obtain a job (e.g., interviewing, completing applications, developing

proper attitudes and effective work behavior).

Superintendent Drainer has asked that a salable skills program be organized. Many community and school people are involved. This salable skills program will enable high school students to acquire salable skills through completion of a course, or courses, in general, vocational, or exceptional child education programs or through actual employment experience. The state has mandated job placement and follow-up for students. Students will be prepared for entry into careers and discouraged from premature exit; thereby an attempt to insure good attitudes and successful lives is being made.

Small Group Sessions

Nationally recognized leaders in the area of career education were commissioned to help conduct the workshop and to facilitate the small group sessions. The objective of the small group session was to provide an opportunity for participants to discuss career education developments within their respective state and/ or institution and to explore ways in which the concept can be infused into teacher programs. In addition, it was the function of the facilitor to initiate discussion and to serve as a resource relative to the implementation of a systematic career development and education model. It was felt that the combined effort of resource personnel and teacher educators in the small group sessions could result in greater individual development toward significant educational change.

The enclosed small group session summaries are a reflection of work group development by the facilitor.

Small Group Discussion of College of Education Deans

Keith Goldhammer
Michigan State University

Effective program development in Schools of Education depends upon the leadership of Deans. Unless Deans legimate efforts to incorporate programs in career education in the teacher education curriculum, nothing significant will happen.

Career education does not necessarily mean new programs. It does require infusion of career education materials into the existing structure so teachers are prepared to operate within the infusion strategy.

Teachers are not currently prepared to deal with the entire range of "life needs" of children. Much research is necessary on what teachers need to know and how they can operate within the established classroom pattern and still relate beyond the subject matter needs of children. Whatever schools of education do, they have to be sure that the public schools are prepared to employ their products and use their skills. There is a danger of sending well prepared people into the field who become frustrated because the schools don't want what they have to offer. It is essential that schools and colleges of education work closely with local school districts and state departments of education in order to achieve the objectives set for them.

Schools and colleges of education through their relationship with other units of the University may be to help resolve difficulties which have arisen in labor union perspectives on career education. In part their objections have been philosophical, but they have been realistic from the point of view of job protection and the guardianship of job entry. Better understanding must be achieved.

The schools of education so far have not overcome the tendency toward negative counseling with respect to career expectations. Much work needs to be done with the counseling program in order to help students gain and cement in realistic expectations for their future careers.

One of the greatest tasks facing schools of education is obtaining a fusion of career education materials into the academic disciplines, when the content of those disciplines is controlled by other departments of the University.

There is some stigma attached to career education, even in the Colleges of Education, because there is an anti-intellectual connotation in it. The relationships between the basic studies and career education in both lower and higher schools must be more clearly spelled out. Academic snobbery still dominates because of the reward system of the University.

One of the most significant roles for colleges of education is that of in-service education. Particularly needed on the secondary level is knowledge of how to blend career education materials into the existing academic subjects.

What is the basic role of schools of education? Are we gate-keepers or guides? Do we place primary emphasis upon helping to maintain the system or adapting the system to the basic societal needs of the present and future, taking into consideration the specific roles and problems of children and youth in developing the essential thrusts for the preparation of educational personnel? Is is suggested that meaningful change will take place only in the event that schools of education can work with state departments of education and local school systems in developing a pro-active rather than a reaction stance on career education.

Educators tend to focus on the trappings of careers rather than the heart of the career development process. If career education is to be successful, it must focus on essential elements of the career development process. Much additional research is needed.

The schools of education, possibly, have four roles:

a. Develop the materials and systems which are needed for successful career education program:

b. Prepare personnel both as teachers, supervisors, resource persons, and administrators of career education programs;

c. Develop adequate programs of research, development, and evaluation to provide needed knowledge and processes to guide career development and decision-making and to appraise the successes and failures within the programs, as well as to determine what techniques and processes are particularly successful;

d. To provide clear and specific definitions and descriptions of career education programs so that both educators and the general public have better understanding of what is being accomplished.

Colleges of education may have to mediate jurisdictional disputes among disciplines of the university which will jump on the band-wagon and claim the territory once it shows evidence of becoming successful. It would be well to attempt some alliance with other departments particularly those which have bases relevant to and needed within the career education programs.

Concerns and Recommendations of Vocational Teacher Educators Relative to Career Education

Rupert N. Evans
University of Illinois at Urbana—Champaign

In spite of its name, this discussion group, at each of the three sites, was not designed to include vocational educators from all fields. Home economics educators, for example, had concurrent meetings set up for them. Therefore, the concern and recommendations reported here are not necessarily those of a cross-section of vocational educators.

Each session had a recorder. The notes taken by Dr. Tom Bloom of the University of Vermont and by Mr. Harold Winburn of the Oklahoma State Department of Vocational and Technical Education are the source of much of the information reported here. Each session was well attended, and almost all of those attending contributed ideas to the discussion.

One session started off with a call for clearer operational definitions of vocational education, occupational education and career education, but attention quickly turned to a discussion of the groups currently served by vocational education and to be served by career education. Almost all of the time was spent, however, in identifying workable structures for promoting career and vocational teacher education at the state level and within teacher education institutions.

Three principal concerns emerged:

1. What effects will vocational education have on career education and vice verse? Most discussants will broaden the concerns of vocational education, will enhance its image, and will provide it with a wider range of better motivated and better prepared students. In turn, it seems that vocational education is providing much (sometimes too much) of the leadership for career education, that vocational education procedures and structures are being used throughout career education, and that, at least initially, vocational education has provided a major portion of the funding. In the long run, both career education and vocational education will be the full development of each other.

2. What should be the role of vocational educators in developing and implementing career education for teachers? Vocational teacher educators should set an example by restructuring their teacher education curricula to infuse career education concepts. They should work with other teacher educators to educate them about career education, but not attempt to dominate discussions with other teacher educators.

3. What are some effective strategies for vocational teacher educators to use in promoting career education?

a. A coordinator can work with each area of vocational education to keep that group informed about career education activities going on in the university and the local schools, as well as on the state and national scene.

b. In one state (Oregon), each teacher is required to take 9 hours of career education courses (preservice or inservice). Each school has a career education director, and there are 17 career education specialists in the state department. Vocational teacher educators have been active in each of these settings.

c. Interdisciplinary programs can be set up in such fields as adult education, career education, community education, and vocational education. Persons from each program can assist in developing the others.

d. Fields such as health occupations can demonstrate leadership by pioneering awareness and exploration programs designed to minimize sex stereotyping.

e. Where there are local career education projects (Arizona has 23), vocational teacher educators can work with local and state staff in design, teacher education, and evaluation.

f. A statewide liaison committee can be established, representing each university which has vocational teacher education programs. This group can identify needs and work on joint programs for meeting these needs.

g. Joint liaison committees representing universities, local schools, and state departments can identify highly qualified individuals who could profit from leadership training in career education and make arrangements for them to get it.

h. The various specialties in vocational education must work closely together in order to present an effective voice in career education.

i. Career education programs call can be set up to serve university undergraduates who need help in exploring and preparing for careers.

j. Career education may necessitate a broader base of technical preparation for vocational education teachers and teacher educators.

k. One or more courses in career education may be added to the teacher education program, career education units may be added to existing courses, and career education concepts can be infused into all teacher education courses.

l. Before some teacher educators (including some vocational teacher educators) can infuse these concepts into their courses they need to read some career education literature and observe some career education programs in operation. Vocational teacher educators may be particularly prone to assume that they know all about career education when they don't, really.

There was general agreement that in those states where there is a statewide commitment to career education (e.g., through a legislatively mandated program), or a college-wide commitment (e.g., as a result of a dean deciding to move forward), that career education for teachers moves very rapidly. However, even in situations where these commitments do not exist, vocational teacher educators, working cooperatively together and with other teacher educators and school personnel can and are moving effectively toward incorporating career education into preservice and inservice programs.

Small Group Discussion for Educational Administrators

Betty J. Newlon
Arizona State University

The following is a summation of the "Implications of Career Education for Teacher and Counselor Education: Educational Administration" discussions. Not all of the topics mentioned in this summary were discussed at each of the three meetings, however all major topics have been included in order to present an overall view.

Career Education programs are in existence in many school districts throughout the United States. These programs involve school administrators in varying degrees. Administrators are the key persons in the developments and implementation of career education in the local schools system.

Administrative leadership and effort are necessary if career education is to permeate the total educational structure. A widespread total effect will not take place without administrative encouragement. In order to successfully implement a comprehensive program of career education, the local district administration and board of education must identfy career education as a high priority and adequately fund the program.

When a local school district becomes involved in career education, all levels of administration are effected. The local school administrator becomes the first line of defense when explaining the program to the business community and the parents. Because of this unique role, it is important that the administration have a general, overall understanding of the career education program including the goals, objectives and activities in order to convey the essence of the career education program to interested persons outside the educational system. With this understanding, the administration by means of effective communication can involve the community in the active development and implementation of career education and obtain full support for career education growth.

Career education impacts upon administration in the following education areas: curriculum, personnel, resources, coordination and planning legal liability, evaluation, and financing. As evidenced by the scope of the impacted educational areas and the broad involvement of the community, career education has far-reaching implications for the entire educational system. Included in these implications are the many problems posed for the administrator. Administrative responsibilities for career education extend beyond those of the individual building. Career education cannot be managed in fragments, by individual grades, school or levels; it must be articulated by administration between all levels of education—kindergarten through postsecondary.

All facets of the educational community must possess or develop a realistic understanding of career education not just the administration who is directly responsible. The administrator, however, must assume full responsibility for opening the lines of communication with the staff at all levels and for keeping these lines open.

If career education is to become an integral part of education and continue to grow and develop, the administrator must be actively and personally involved. Administrative involvement is the key to successful career education programs.

The degree of educational administration involvement in career education depends upon the university's commitment to the concepts of career education. Like the local school administrator, educational administration personnel are involved in career education in varying degrees.

An example of minimal involvement would be the inclusion of specific career education information, i.e. philosophy and rationale, state/district involvement, historical development, and administrative implications into appropriate university courses. All conference participants agreed that the integration of career education information into appropriate course would be preferable to the establishment of separate career education courses.

Evidence of a further degree of commitment to the career education concept by educational administration departments would be the development of planned activities designed to provide local administrators with the skills and techniques necessary to cope with peculiar situations posed by career education. Some of the following general areas might be included.

For example, one of the major administration concerns would be the continued efforts necessary in order to provide adequate financing for career education. Community involvement, vocational education expansion, and instructional program changes require adequate financing in order to be successful.

Secondly universities would assist the administrator in developing new skills in interpersonal relations and group dynamics. In a comprehensive career education program, the administrator is expected to weld together all parts of the community into serving a common purpose. This requires the development of special individual skills.

Third, new approaches to community-wide planning for career education and the techniques for securing community involvement would be developed. Administrators need to be aware of the legal implications of extensive community involvement in education.

Fourth, often with the implementation of a comprehensive program of career education the role and purpose of the school is altered. This requires the establishment of new educational goals and objectives, staff roles, and student expectations.

And finally, teachers alone cannot carry the instructional load and related responsibilities of career education. The time and energy demands placed upon the school staff will necessitate creative administrative changes in the role and function of staffing in individual schools and whole systems.

Career education can not be fragmented at the elementary, secondary, or postsecondary levels. Educational Administration personnel must join with other College of Education members in the articulation of a total career education program, K-?. A successful career education program requires the active personal involvement of educational administration personnel and all other College of Education members.

Summary of Elementary Education Small Group Discussions

Marla Peterson
Eastern Illinois University

It was interesting to note how the disciplines that were represented by the participants changed with the geographic location of the workshops. In Philadelphia the participants were, for the most part, teachers of elementary school methods courses with over one-third in the area of science education. In Kansas City there was about an equal distribution of vocational educators and elementary school teacher educators. In Salt Lake City there was heavy representation from teachers of elementary school methods courses with about one-third from the social studies area.

Perhaps the above attendance patterns reflect the fact that in the elementary school it is everyone's responsibility to attempt to integrate career development concepts into the subject matter under consideration. This philosophy was the basis under which the elementary school discussion groups operated at all three workshops and it raised some interesting questions:

1. If career education is everyone's responsibility, is it advisable to have a career education coordinators? If so, what qualities should this coordinator possess? What are the implications for teacher education?

2. Is there a new or changing role for elementary school counselors? Is career education really a curricular-based guidance approach?

3. Are local hiring practices going to give preference to teacher education candidates who have had some preservice preparation in career education?

4. If teacher educators are invited to assist with inservice, what content and processes should be included in an inservice program?

5. What is the quality of present career education programs? How are local programs measuring their successes and failures in affective areas? In reading? In mathematics?

6. In some states, state departments of education reimburse for K-6 career education programs. How can this money be put to best use?

7. What are the sources of funding, other than local district support, for career education?

8. How are local districts going about materials selection?

9. What are good sources of information on K-6 career education?

10. How much more can the K-6 curriculum stand? Is career education really more, or is it a way of going about teaching? Should we be worrying about sequencing of career education programs?

In discussing each of the above questions, inevitably the conversation would revolve around, "What does this question mean for teacher education. Tell me what I should be doing differently in my "X" methods course". The transfer of speech to print often loses something in the transition. Preserved in print and packaged in a final report, the following summary of teacher education recommendations are not what they were when they were hammered out on the fifth floor of the Hotel Utah. The honest, intellectual exchange that occured among the participants is missing.

Recommendations for Preservice Education Programs

1. For many elementary teachers, understanding of the world of work

is very limited. Perhaps the preservice education of teachers should provide for experiences in various settings.

2. If the use of field trips and guest speakers is being recommended as methodologies to be used with elementary school students, then perhaps preservice programs ought to reflect the use of field trips and guest speakers.

3. Somewhere in the preservice education of teachers they ought to be given the opportunity to assess the personal and social values of work.

4. More emphasis ought to be placed on helping preservice teachers examine their own value system.

5. Models ought to be presented to preservice students which would help guide them in selecting materials that are appropriate for elementary school career education programs.

6. Self-development, coping behaviors, attitudes and appreciations related to work, lifestyle, career information, and decision making are all components of career development and ought to be presented in preservice teacher education programs.

There was general consensus that, to date, the public schools have provided the leadership in developing career education programs. There are isolated teacher education institutions that have made a great deal of impact on public school career education programs. Where teacher education institutions have become involved in career education, the emphasis seems to have been on providing inservice types of activities in the forms of workshops .

The participants at all three workshops wrestled with defining career education. Although they were far from arriving at a definition that would be acceptable by the elementary education profession, most would agree that self development, work, and life-based curriculum are key words (but not the only words) that should be included in career education.

Small Group Discussions of Counselor Educators at the National Career Education Workshops

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It is a sizeable task to "summarize the small group discussions of Counselor Educators at the three National Career Education Workshops." This brief report will focus on the following three assigned topics for each workshop.

1. Examine issues and problems in career education.

2. Discuss the implications of career education for local school career guidance programs (counselor's role in program development and operation).

3. Discuss the implications of counselor's role in career education programs for the preparation of school counselors.

The report will be a composit of the three workshops rather than to identify the product from the individual workshops.

Issues and Problems in Career Education

1. The lack of a philosophical base for career education or any general agreement on the meaning of the career education concept was a concern of many conference participants. Some indicated a reluctance to "move" in program development until a philosophical base is understood. The public (community) seems more ready to develop school based career education programs than are professional educators.

Closely related to the philosophical base for career education were concerns expressed for the meaning of "work". There is a tendency to deny the work ethic and recognize that some people in our society do not enjoy work; some people work in order to support a life style that is important to them.

Some conference participants were concerned that it seemed to be "big business" and the Federal Government pushing for career education. They wondered as to the ulterior motive behind this push for career education. There were those who wondered if career education was here to stay or only until there is a new Commissioner of Education.

2. The career education concept seems to imply that if kids are given information, and they make the choice gradually over a period of years, they will make the kind of choice that is the most appropriate choice for them; that they will be happy ever after. There is no research to support this assumption.

3. Counselor certification requirements in many states may provide constraints in preparing counselors for career education. It may be necessary to modify certification requirements to permit persons from business and industry to enter the profession.

4. Counselor educators tend to emphasize in the preparation programs those things they see as important. They need to consider the total counselor education program which includes many specialties other than school counselors; many school counselors are employed in schools without career guidance programs.

5. Current model for preparing counselors not appropriate for career education roles. Too much attention is focused on the college bound student. The therapeutic model of most programs may contribute to the counselor's reluctance to get

out of the office. Counselors seem to be reluctant to reduce the emphasis of some traditional roles such as one-to-one counseling.

6. There seems to be a lack of trust between teachers, counselors, administrators and vocational-technical personnel which makes more difficult the development of career education programs.

Implications for Counselor's Role

1. The counselor should be a facilitator and a consultant to community groups, parents and teachers.

2. The counselor should be responsible for developing a staff development or in-service training program for teachers and other staff members.

3. The counselor should help identify how people earn a living in the community and help utilize community persons in the career guidance program; to get resources and materials that are available and to realte the resource materials to classroom activities.

4. The counselor should function as a consultant and resource person to teachers on the needs of students, families and society, particularly in terms of human relations and career education.

5. The counselor must work with parents to improve child rearing skills, in instilling cooperation, responsibility and positive self-image. This probably implies that parenting is a career role to which we address ourselves.

6. Ideally, the counselor should be the coordinator of the system-wide career guidance program which tries to help correlate the self knowledge with environmental knowledge which presumably a comprehensive program would include.

7. They should be going into the classroom for group guidance activities related to career development.

8. They should be providing leadership in the development of an effective teacher-counselor advisory system. This is not the usual homeroom system but a career guidance based teacher advisor system where teachers learn some things about career development, about life styles and about values clarification. This would be a part of the in-service training program.

9. The counselor should take some responsibility for developing individual systems for student exploration. These individual systems could include such things as resources from library, program units, media centers, career resource centers, etc.

10. They should stimulate the creation and functioning of a career education advisory council involving parents and community if there is not one already functioning.

11. They should assure that values clarification and decision making become an integral part of the career education program. There should be a balance between occupational information, self-clarification and the decision making process.

12. The counselor should serve as a catalytic agent to help assure that students get the needed help on integrating and synthesizing the self and environmental information.

13. They need to be available to work with students as individuals and with student groups in classes for assisting them with values clarification, decision making, employment skills, how to get a job, etc.

14. The counselor should be available to assess individual abilities, values, interests and needs and to help translate these in making within school placement decisions. They need to become more involved in job placement responsibilities with students still in school as well as school leavers, both graduates and drop-outs.

15. Counselors need to develop a greater alliance with employment service bureaus and with other persons outside the school who are doing placement.

16. The counselor needs full understanding of school curriculum and curriculum development; teachers need understanding of human relations.

17. If counselors are to work with teachers and students relative to awareness of self, the counselor must have a thorough understanding of self; understanding of consultant and facilitator role in working with teachers in those areas of awareness of self and others as well as infusing career education concepts into the curriculum.

18. The counselor provides leadership for the inclusion of leisure time roles in the career education program; is sensitive to the whole person and looks at all roles of the person.

19. The counselor assists with the evaluation of the career education programs and plans with the staff for program improvement.

Implications for Teacher and Counselor Education

1. Practicum experiences in career planning and career decision making should be emphasized as opposed to the traditional clinical kinds of approaches used in practicum.

2. Preparation programs should look at values and work on values clarification in relation to the career development of different clientele; the values clarification as related to women, minorities and people looking at non-traditional occupations; should give considerable emphasis on life styles.

3. Some of the training experience should be work experience in business and industry. The counselor should get a better picture of work outside of education if they have not had this kind of experience.

4. The counselor needs training for leadership responsibilities to prepare for functioning as a consultant working with teachers; team leader in career development; resource person to teachers, etc.

5. The counselor needs training in career guidance program development, structuring, implementation and evaluation".

6. There is need for more training in group processes as related to career guidance; how to work with teachers in devolping different kinds of group procedures related to career guidance and career development.

7. There is need for more training in human relations and particularly human relations training to work with the career needs of diverse cultural and multi-ethnic groups.

8. There is need to involve counselors more in working with pre-service teachers in career development and career education. By being involved at the pre-service period they are more likely to accept the responsibilitiy of working with teachers at the school level.

9. The counselor needs some experience in learning to develop or create teaching-learning units, projects or action plans in career education and to become involved in curriculum development and program aspects of career guidance.

10. The counselor education program should include the development of assertiveness skills.

11. The counselor should know techniques and procedures to become more visible after accepting the position as a counselor if he/she is to become more effective in functioning as a collaborator working with teachers and the administration.

12. Counselor educators may need to work toward modification of counselor certification requirements if current requirements impede career education program development.

13. Selective admission procedures may need modification to permit admission of more persons from business and industry; earlier student experiences in practicum type experiences may permit removing some students from the program who should not be in helping relations jobs.

14. Counselor educators should get out of their offices and become

involved in in-service and pre-service preparations of teachers and administrators.

15. Counselor preparation departments could offer career education courses to teacher education majors although it is recognized that infusing career education into existing courses is probably the preferred method.

16. A 30 hours program for preparing counselors is not a sufficient amount of time to prepare a counselor for his/her many responsibilities.

17. Counselor education program should provide the counselor with skills permitting greater involvement with the community; learning to organize and work with Community Advisory Boards in developing and operating career guidance programs.

18. Counselors going into mental health centers, counseling for older persons, school psychologists, etc. need to know something about career development.

19. There is need to take an inter-disciplinary approach to counselor teacher-administrator education, to bring these three groups together to look at the concept of career education, as they are preparing to function in schools.

Summary of Industrial Arts Special Interest Group Sections

Henry J. Sredl
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NOTE: While the following represents participant concensus on the relationship between industrial arts and career education, and the problems and issues associated with that relationship, it should be noted that exceptions to this concensus appeared in all three regional conferences because of space limitations, only the "majority opinion" is hereby presented.

The following outline represents the structure of the industrial arts and career education.

A. *Career Education:* Where does industrial arts fit?

B. *Issues and problems:* Local Schools:

1. Place in total school operation
2. Students
3. Personnel
4. Curriculum resources
5. Financial resources

C. *Implications for teacher education.*

A. *Career Education:* Where does industrial arts fit?

Various models for career education programs are used throughout the schools in the United States. Examination of these however, indicates there are basically four parts to career education no matter what model is used: (1) awareness, (2) exploration/orientation, (3) preparation/development, and (4) maintenance. Industrial arts makes its greatest contribution in the awareness and exploration/orientation stages.

B. *1. Place in total school operation*

As a part of general education, industrial arts makes its greatest contribution to career education on the elementary and junior high/middle school level. It is at this level that the awareness and exploration/orientation stages of career education are found. (It is acknowledged that awareness and exploration/orientation can apply to individuals of any age, but in the structured school operation, they are found on the elementary and junior high/middle school levels.

2. Students.

All students, regardless of sex, intellectual ability, social or academic background, particular handicaps or special talents, should be included in industrial arts programs.

3. Personnel.

Industrial arts teachers historically have been involved with what are now identified as career education activities. While industrial arts focuses on only one part of career education, it is felt that industrial arts teachers have provided and can continue to provide leadership in career education programs.

4. Curriculum resources.

Industrial arts programs are a rich source of career education curriculum materials. Numerous industrial arts programs were identified as nuclei or existing career education programs.

5. Financial resources.

There is presently a dearth of financial support for industrial arts career education activities. While some monies have been made available for such activities, these funds have made impacts in only isolated parts of the country.

C. *Implications for teacher education.*

The implications for teacher education from items in part B of this report are numerous. It is anticipated there will be greater need for industrial arts personnel as the concept of career education is increasingly accepted in school systems throughout the United States. Industrial arts teachers have traditionally been strongly involved with career education activities.

Industrial arts teacher preparation will not only have to expand on the pre-service level but on the in-service level as well. A large number of industrial arts teachers presently employed were prepared in programs which did not recognize the total concept of career education. Consequently, these individuals need retraining to further the effects of industrial art in career education.

Implementation of the philosophy relating industrial arts to career education needs much attention on the teacher education level. Many current industrial arts teacher preparation programs still have pre-service programs on both the undergraduate and graduate levels which reflect an isolationist point of view. While philosophically supporting inter-disciplinary involvement of industrial arts personnel and programs, the teacher preparation program does little to generate this philosophy into ongoing activity.

Financing the changes needed in industrial arts teacher preparation programs will face difficulty. With pressures on most higher education institutions to cut expenditures, new innovations in industrial arts teacher preparation will be necessary. Increased cooperation with community colleges is seen as one way to provide the necessary flexibility in future industrial arts teacher preparation programs.

While the relationship of industrial arts to career education, and the problems associated with this relationship, created much diversified discussion, there was one point on which feelings were unanimous. Industrial arts is an important part of career education and has a major role to play in the development of this concept.

Career Education Concern And Recommendation of Home Economics Teacher Educators

Ruth D. Harris
Virginia Polytechnic Institute

Home Economics Teacher Educators met in small group sessions and discussed the present status relative to implementing career education into the home economics curriculum. Within the group some of the teacher educators had been extensively involved in implementing career education; however, others had limited involvement. Some of the Teacher Educators expressed a lack of knowledge about career education concepts. During the first session the following issues and problems in implementing career education were identified:

1. Limited resources
2. Need for in-service programs
3. Need to prepare teacher educators
4. Lack of coordination between counselors and teachers
5. Lack of time and other resources to prepare curriculum materials
6. Lack of articulation between school, business, and labor
7. Limited staff to implement career education
8. Need for revising and/or developing curriculum materials
9. Discontinuity between aspirations and expectations
10. Need for better communications with classroom teachers
11. Need to set up demonstration schools
12. Lack of parental involvement in the program
13. Need to set up advisory committee
14. Tightness of course requirements for undergraduates
15. Lack of commitment by Administrators
16. Lack of expertise in infusing career education into existing curriculums
17. Stereotyping of Home Economics as a field for only females

Home Economics Career Education: A Conceptual Framework

During the sessions basic concepts relating to career education in Home Economics were identified and discussed. These concepts might serve as the first step in the development of a conceptual framework for career education in Home Economics:

1. Home and family life education is supportive of career development and is a component of career education.*
2. The home can be a learning center for career development.
3. Career education includes education for homemaking and family life as well as for wage-earning.
4. Homemaking and occupational wage-earning programs are related disciplines with a common core of knowledges, skills, and attitudes. Curriculum development efforts in career education within home economics should emphasize these commonalities.
5. Education for the dual role of homemaking and wage-earning is necessary for both men and women.
6. The duality of homemaking should be given emphasis in career education and a concerted effort needs to be made within each subject

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*Dr. Betty Simpson identified a number of the concepts for presentation and discussion at the workshop.

area to show the relatedness of the basic skills, attitudes, and knowledge taught and the potential value of these skills within the career role.

7. Career education in home economics should provide the students with an opportunity to develop occupational awareness, self-awareness, occupational exploration, orientation, and preparation in home economics and related occupations.

Recommendations

Home Economics Teacher Educators should assume a leadership role in preparing teachers in pre-service as well as in-service programs for career education. Greater articulation on the part of teacher assertiveness, courage and educators are needed in the efforts made in career education. It was suggested that each university develop learning packages and pool them through existing channels of communication such as "ERIC" and "HELPS" for the purpose of sharing them with other institutions or individuals. Improved communications between teacher educators across the country is a necessity if career education is to be implemented effectively.

There is a need for the development of a model to infuse career education into the existing home economics curriculum. This process might begin by using Career Education Concepts which could serve as a base for the development of a matrix of home economics concepts to be infused into the elementary and secondary home economics curriculum.

Other recommendations were made for implementing career education into the home economics curriculum. These recommendations are listed as follows:

1. Home Economics Teacher Educators should take a leadership role in developing:
   (a) a definition of career education in home economics
   (b) a philosophy of career education in home economics
   (c) a conceptual framework of career education in home economics
   (d) purposes of home economics with regard to career education
   (e) goals and objectives in home economics education in reference to career education
2. The role of home economics in relation to career education should be identified.
3. Existing resources should be identified and disseminated.
4. Home Economics should promote acceptance of nonwage earning careers.
5. Career education should be implemented in the home economics curriculum at the elementary, secondary, post-secondary, and college levels.
6. Effective ways should be identified in order to evaluate the the implementation of career education.
7. Teacher educators should work as a team with other disciplines to implement career education.
8. A systematic approach should be developed to apply career education to life-long learning in terms of home economics concepts.
9. Career education should be implemented in preservice and inservice home economics teacher education programs.

Career Education In Secondary Education

Garn Coombs
Brigham Young University

The participants in the Secondary Education small group sessions varied from educators who had developed and taught career education curricula and classes to educators who had never heard of career education before their assignment to the conference. A few participants were hostile toward career education but most participants had a positive attitude toward career education and its potential contribution to secondary education.

Those participants recently introduced to career education wanted a simple definition whereas those participants with many experiences in career education asked questions about ways to introduce career education into school curricula and how to change teachers to include career education concepts into their daily lesson plans.

General concerns of those unacquainted with career education focused upon the need for a specific definition of career education and greater conceptual clarity in relating career education to general curricula. Others questioned whether career education was not a passing fad with all participants guilty of bandwagoning. Others wondered if career education was a religion, a movement, or even a good thing for education. After some warm discussions the group agreed that specific definitions should remain the task of local schools, that career education was an important part of secondary school curricula, and that the basic idea was a permanent part of education.

A specific concern was how does a teacher incorporate career education concepts into the already overcrowded curricula, and where can a teacher locate the time to teacher career education? This concern included teacher of methods courses for preservice teachers as well as secondary teachers of various subject areas. Professors who teach methods courses complained that they cannot teach everything they want without adding career education. They asked what subject matter content would be dropped to add career education. After long and hot discussions the groups decided that career education was a process for teaching subject matter at the secondary level and *infusion* into regular courses rather than separation was the way to teach career education concepts. However, some felt that separate courses or units in career education should be developed during the introductory stages of infusing career education into teacher education and secondary education curricula. Others suggested that career education was a motivating factor which would reduce loss of time due to discipline problems and thus actually produce more time for teaching skills and content. Finally, some argued that teachers needed to re-evaluate their course goals and objectives, develop new priorities, and reform their curricula. Once this process occurred it would be easy to include career education. Participants were encouraged to read what THE REFORM OF SECONDARY EDUCATON: *A report of the National Commission on the Reform of Secondary Education* (1973) recommended on career education.

Similar to the above concern were

those questioning whether the teaching of English, mathematics, science, social studies, arts, and music could be improved by adding career education to the content of these subjects. The groups agreed that if career education was taught as part of these subjects it could give practical application to these subjects and help students see how each subject relates to the real world of work.

The major concern of each group dealt with how to include career education into pre-service and in-service teacher education programs. Each university had programs unique to their geographical area or student enrollment. Each program had unique problems ranging from how to deal with teacher unions to no funds for program changes. The groups made a number of recommendations for this concern. Most common for working with public school teachers were conducting career education workshops for teachers in public schools and serving as consultants to local school districts.

Preservice programs included offering career education courses, infusing career education into regular courses, and developing career education competencies for students to acquire before student teaching and to perform during student teaching. Examples of a career education competency included using the *Dictionary of Occupational Titles* (DOT) or *Occupational Outlook Handbook* to teach a concept lesson, to role-play value conflict situations dealing with real work problems, developing skills in interviewing for a job, or surveying local employers to locate resource persons and opportunities for community experiences. An interesting approach to infusing career education was to relate career education subject matter concepts with Bloom's and Krathwohl's congnitive and effective taxonomies. This would not only provide for a variety of learning activities but would also provide for different skills and values at different grades and for different subjects.

Career education could be added to teacher education institutions by establishing an interdisciplinary Career Education Council to train and aid professors in career education concepts and processes. Universities could establish Career Education Centers for teacher educators to utilize. Special career education faculty members could be hired and serve as consultants to all teachers in Colleges of Education. Finally, those teachers attending the conferences could arrange exchanges with other teachers to come to their classes and explain some item of expertise for an opportunity for the participant to explain career education to students enrolled in a colleagues classes.

Some minor concerns dealt with the problem of duplicating programs with community education, the relationship of career education to vocational education, how new is career education, and how will career education affect attitudes toward work, productivity, and the economy.

A specific recommendation was to make contact with persons in the community and industry to provide students with work experiences outside student-teaching.

The group recognized the problem of changing teachers and themselves but recommended working first with teachers sympathetic to career education and expanding from that base. They also recommended involving teacher organizations and unions, state and national accreditation associations, and community leaders when developing career education programs for teacher education institutions.

The groups further recommended that teacher education institutions include career education as part of both pre-service and in-service teacher training programs. Each institution should develop programs to meet the needs of local areas which would result in a variety of approaches which could be shared at some future conference similar to the National Career Education Workshop. The groups agreed that the participants needed to become informed about career education so they could provide help to school districts already developing career education programs, rather than having school districts going elsewhere for training. University personnel could help develop curricula materials, books, media kits and other commercial materials needed to teach career educators at the secondary education level.

Finally, teacher educators need to *model* the teaching of career education as well as tell pre-service and in-service teachers about career education. Most agreed to return to their respective schools and attempt to make career education a natural part of their teacher education programs.

Participants

A total of 567 teacher educators, representing 69 institutions and every state, attended the workshops. Participants from each institution were selected by the Dean of the College of Education of that institution and generally represented the areas of educational administration, secondary education, elementary education, guidance and counseling, vocational, education, industrial arts education and home economics. The Dean was asked to select the participants from his institution because it was felt that the Dean, by virtue of his leadership role, could determine more accurately who in his institution would be the appropriate representative to attend the workshops. The following list of participants is grouped alphabetically according to institution.

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Conclusion

"Career Education: A Challenge of Our Time" was the theme of the National Career Education Workshop funded by the US Office of Education and sponsored by Oklahoma State University. The assumption that career education is "a challenge of our time" in education may be open to question. But, if we as teacher-educators can objectively examine our field and perceive any faults, inequities or short comings, then we are obligated as professionals to address those issues and seek a means of coping with them. The charge of the National Career Education Workshop was to highlight a concept that has developed significant K-12 public school support and is viewed by many educators, layman and businessmen as a means for facilitating necessary change in our educational system.

With respect to the direction of change, many teacher-educators are quick to agree that some modifications are necessary, however there is a great deal of confusion concerning just exactly what changes are needed.

As leaders in positions of affecting change, teacher-educators are expected to operate from a strong base of knowledge and understanding. Without it, an accepted direction is likely to be disastrous as beneficial. Therefore, it is evident that change should not be undertaken simply for its own sake . . . there must be purpose. There must be specifically delineated goals supported by rationale which is explicit, examinable, and defensible.

Future courses of action, therefore, can be justified only to the extent that they are representative of a commitment to the realization of a beneficial end. Career education, is possibly a means to that end. It may be one mode of meeting the needs of people and providing a guide for successful living.